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Part 1, the introduction to this manual for designing and implementing training programs for the trainers of nonprofessional or paraprofessional school personnel introduces the training model for new careers in education. Part 2 presents four "Workshops for Trainers" which they can conduct for themselves as they begin to share ideas, plan training topics and techniques, and set objectives and methods of evaluating each session. Part 3, "The Role of the Trainer," describes the relationships of the trainers with the school system and communities in the district, discusses training styles, and suggests methods of self-evaluation. Part 4, "Recruitment, Selection, and Career Development," discusses qualifications, recruitment techniques, and selection criteria in relation to the descriptions of each position in the auxiliary's career ladder; sample job descriptions are included. Part 5, "New Careers Training Techniques," summarizes general principles and specific techniques found by New Careers Training Lab to be most effective with adults, particularly undereducated and/or low income adults. Part 6, "The Training Curriculum," suggests topics and techniques which can assist the trainer as he plans each preservice and inservice session in six curriculum areas: specific job tasks, system know-how, relevant attitudes, human service skills, career-oriented education, and support services. Part 7 is "Bibliography and Selected Materials." (Author/JS)

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A NEW CAREERS GUIDE
FOR
TRAINERS OF EDUCATION AUXILIARIES

Frank Riessman, Director

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TABLE OF CONTENTS

PART I: INTRODUCTION

New Careers In Education 1
Training the Trainer 7
Diagram #1: Training Decisions.............................9
Overview of the Guide 10
The Training Curriculum 12

PART II: WORKSHOPS FOR TRAINERS

Overview...19
Workshop on Training Content..................................24
Workshop on Training Techniques 28
Workshop on Planning the Sessions 31
Workshop on Evaluation 34

PART III: THE ROLE OF THE TRAINER

The Unique Role of the Trainer.................................38
Diagram #2 "The Trainer and the School System"...........38
Education Auxiliaries 40
Training Assistants..42
Parents and Community..44
Professionals 47
Administration 49
Students...50
Co-Trainers and Specialty Trainers.............................51
Support Personnel and Groups...................................52
Supplementary Education Specialists............................53
Self-Evaluation..55

PART IV: RECRUITMENT, SELECTION AND CAREER DEVELOPMENT

Recruitment and Selection......................................60
Job Descriptions and Career Development 62
Diagram #3: Functional Approach to Job Development......64
Sample Job Descriptions 65
New Jobs In The Traditional School System......................72

PART V: NEW CAREERS TRAINING TECHNIQUES

Overview 74
General Principles 77
Problem-Solving Discussions 84
Role Play 86
Four Step Method 90
Demonstration Techniques 92
Observations and Field Visits 93
Team Teaching 97
Joint Sessions 99

PART VI: THE TRAINING CURRICULUM

Overview 101
  Diagram #4: The Training Areas 102
Specific Job Tasks 103
  Diagram #5: "Specific Tasks 107
System Know-How 118
Relevant Attitudes 130
Human Service Skills 147
Support Services 153
Sample Training Schedules 156
Career-Oriented Education 167

APPENDIX A: RECRUITMENT AND SELECTION

Recruitment of Auxiliary Personnel 177
Formal Sources 179
Informal Sources 181
Advertising Media 182
Basic Education Requirements 185
Methods of Selection 186
The Group Interview 187
Other Selection Techniques 188

PREFACE

In midyear of 1967, the New Careers Training Laboratory of New York University initiated its program for training the trainers of nonprofessionals (auxiliary personnel) for careers in human service occupations. Since then, the professionals and nonprofessionals who compose NCTL's training staff have involved themselves intensively in the ongoing process of creating, then testing New Careers theories and techniques both under controlled Laboratory conditions and through practical applications in the field.

This Manual documents our staff's human and pedagogic experiences while training personnel from the fields of health, education, social welfare, and manpower. It distills many hundreds of hours of planning, training, and monitorial follow-up of numerous projects whose common denominator has been the employment of nonprofessionals. NCTL's trainee populations have been drawn from widely diverse socio-economic backgrounds, from every geographic region of this country. They have come from the network of anti-poverty agencies serving the nation's urban and rural poor - from public and private human service agencies - from industry and government - from public schools as well as universities. Major contributions to the development of this Manual evolved from our work with:

OEOMultipurpose Training Centers and Community Action Agencies:

Scheuer New Careers projects training nonprofessionals for work in Newark, N.J. and New York City public agencies (including public schools):

the New York City Board of Education, whose Auxiliary Education Personnel Unit (created for hiring, training, and upgrading nonprofessionals within the public schools) first came into existence during NCTL's work with the Board's prototype summer project of 1967.

The contents of this Manual have been selected to guide trainers specializing in the field of education. Trainers who need to design and implement programs for training the trainers of Education Auxiliaries should find this Manual a useful "do it yourself" aid. Viewed more ambitiously, the following pages can help direct the efforts of the "new partners in the American school"* toward a re-shaping of our nation's education services better to meet the needs of contemporary society.

Frank Riessman, Director
New Careers Training Laboratory

New York, N.Y.
November 1968

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* publications of the Bank Street College of Education for the Office of Economic Opportunity, Nov. 1967.

Part I:
INTRODUCTION

New Careers in Education

Training the Trainer

Overview of the Guide

The Training Curriculum

New Careers In Education

Educators in public and private school systems are instituting new careers for specially trained teaching assistants - "Education Auxiliaries" - in an effort to improve the quality of education and to extend educational services equally to children of all social and economic backgrounds. Each Auxiliary position forms a step in a "career ladder", beginning with job assignments requiring simpler, non-teaching tasks. By following a combined program of training, supervised job experience and released time for supplementary education, the Auxiliary has the opportunity to advance along the career ladder until he qualifies as a certified teacher within five years or less depending on his entering skills and the design of the training program.

Education Auxiliaries are usually selected on the basis of their ability to work with children, their interest in teaching and their familiarity with the communities making up the school district. Formal education and degree requirements are considered less important and can be acquired after the Auxiliary has begun productive work in the school, through inservice training and courses in community colleges provided in released time.

In school districts where students from low income or minority groups have encountered particular educational problems, Auxiliaries have often been selected from similar groups in the community. When the training programs have been carefully designed, however, these Auxiliaries have been effective in helping schools meet the needs not only of students from the Auxiliaries' own backgrounds but also of students from various communities in the district.

Training models for new careers in education, as well as in other human service fields, provide new routes to the professions for undereducated adults. The traditional system of four to eight years of academic higher education, isolated from direct classroom experience, is replaced with a combined program of:

- Preservice and Inservice Training Sessions
- On-the-Job Training and Supervised Experience
- Released Time for Career-Oriented Education (in Community Colleges, Universities)
- Credit Given by Colleges for Supervised Experience

This training model is used throughout the fields of human service where paraprofessional careers have been established, including physical and mental health, corrections and police protection, social service, welfare and community organization, urban renewal and housing, civil service occupations and some management training programs.

Education Auxiliaries should be assigned tasks which are useful to the professionals in the particular school as well as needed by the students. The following examples illustrate a few of the many ways in which Auxiliaries can help the school improve its educational services -

a. If the school wants to utilize more fully the teachers, counselors, social workers, audio-visual specialists, administrators, health, physical education or other professionals -

Tasks requiring simpler, "para-", professional skills can be assigned to Auxiliaries such as

- monitoring duties; clerical services; record-keeping; operation and maintenance of supplies and equipment
- simpler teaching skills such as leading group songs, supervising study groups, helping with homework, educational games, etc.

b. If teachers with large over-crowded classes want to provide more individualized and small group instruction

Auxiliaries can be trained to

- supervise or lead group activities while the teacher works with a few students
- tutor; give informal attention to individual students
- administer programmed instruction materials; operate audio-visual equipment and other teaching aids

c. If the school needs to motivate students from communities in the district whose young people usually leave school for less skilled - and increasingly obsolete - jobs in agriculture or industry -

- ·Auxiliaries can be selected from similar communities to serve as role models - people (particularly men) with whom the students can identify and who are seen as having "made it" in a school setting

- ·Auxiliaries can learn to apply abstract concepts taught in school to practical day-to-day situations which the students face in their communities

d. If the school is trying to respond to the growing demands for full participation in society by disadvantaged groups - poor white, black, Spanish, Indian or people with rural backgrounds who are living in cities -

- ·Auxiliaries can be selected from these groups to provide job opportunities as well as improved education

- ·Auxiliaries from all groups can be trained to tutor special subjects such as English or assist in classes on Afro-American or American history, etc.

e. If teachers want to increase their understanding of students from backgrounds with which they are unfamiliar or if schools need to expand a narrow focus on children from middle income, white-collar families -

- ·Auxiliaries can interpret the school to students from their own ethnic, racial or economic groups

- Auxiliaries can give teacher insights into the reasons for particular student attitudes or behavior

- Auxiliaries can help the school build on the different strengths of children from various backgrounds, and possibly revitalize educational approaches by responding to students' needs, interests and learning styles

f. If teachers want to become more involved with parents and representatives of community education groups as partners -

- Auxiliaries can help parents and community residents articulate their needs and interests

- Auxiliaries can communicate school programs and goals to the community

- Auxiliaries can help improve education and make it more relevant to the needs of the students in the district as they perform each assignment

g. If schools in the district are consolidating or integrating groups of students -

- Auxiliaries can facilitate the transition

If a small town or local community in a large city is assuming greater control over a school district -

- Auxiliaries can strengthen communications between all groups

Careers for Auxiliaries in education are still "new". This Guide presents training suggestions developed to date: the Trainer will adapt them to his particular situation and create new techniques of his own.

School systems and union organizations are taking a fresh look at their role and the responsibilities of the professional educator are under review. The following criteria are, however, indispensable for the New Careers Model:*

1. Entry-level positions in which new Auxiliaries can be immediately productive
2. Training integrally connected to these entry positions
3. A genuine, explicit career ladder between entry jobs and higher positions in the personnel hierarchy
4. Ongoing training for higher positions available through the job as well as through training sessions scheduled in released time during the working day
5. A close link with educational institutions which generate accredited courses on the job site and on the campus
6. The school system assumes responsibility for organizing the total training program or subcontracting it to a training resource
7. Planned upgrading all along the line among the presently employed workers, so that the new worker is not promoted at the expense of present personnel

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*Adapted from criteria listed in Up From Poverty by Frank Riessman and Hermine I. Popper. New York 1968

Training the Trainer

This Guide brings together the findings of Trainers in the New Careers Training Lab which may be helpful to other Trainers of Education Auxiliaries as they -

IDENTIFY TRAINING NEEDS of Auxiliaries in relation to the needs of the school

SET OBJECTIVES - or desired outcomes - for each session

APPLY TECHNIQUES found useful in training low income and undereducated adults

EVALUATE the effectiveness of each session

COORDINATE career-oriented education, support services, communications with teachers, administrators and Education Auxiliaries

Four Workshops are suggested in the Guide for use by Trainers as they begin to work out some major training decisions together, and apply suggestions in this Guide to their particular school system. The Workshops, conducted by the Trainers themselves or by program directors, give Trainers the opportunity to share experiences and learn from each other.

This Guide cannot fully train the Trainer: most Trainers will have to teach themselves how to apply adult training techniques and locate specific information about their school system and about the attitudes, interests and needs of teachers, administrators, students, parents and Auxiliaries in that system.

Diagram I outlines the major decisions the Trainers should prepare themselves to make. Before planning preservice sessions, the Trainer will have to find out - in general - what the school system wants the Auxiliaries to be able to do on Day I and what probable skills and experiences the Auxiliaries may have or need.

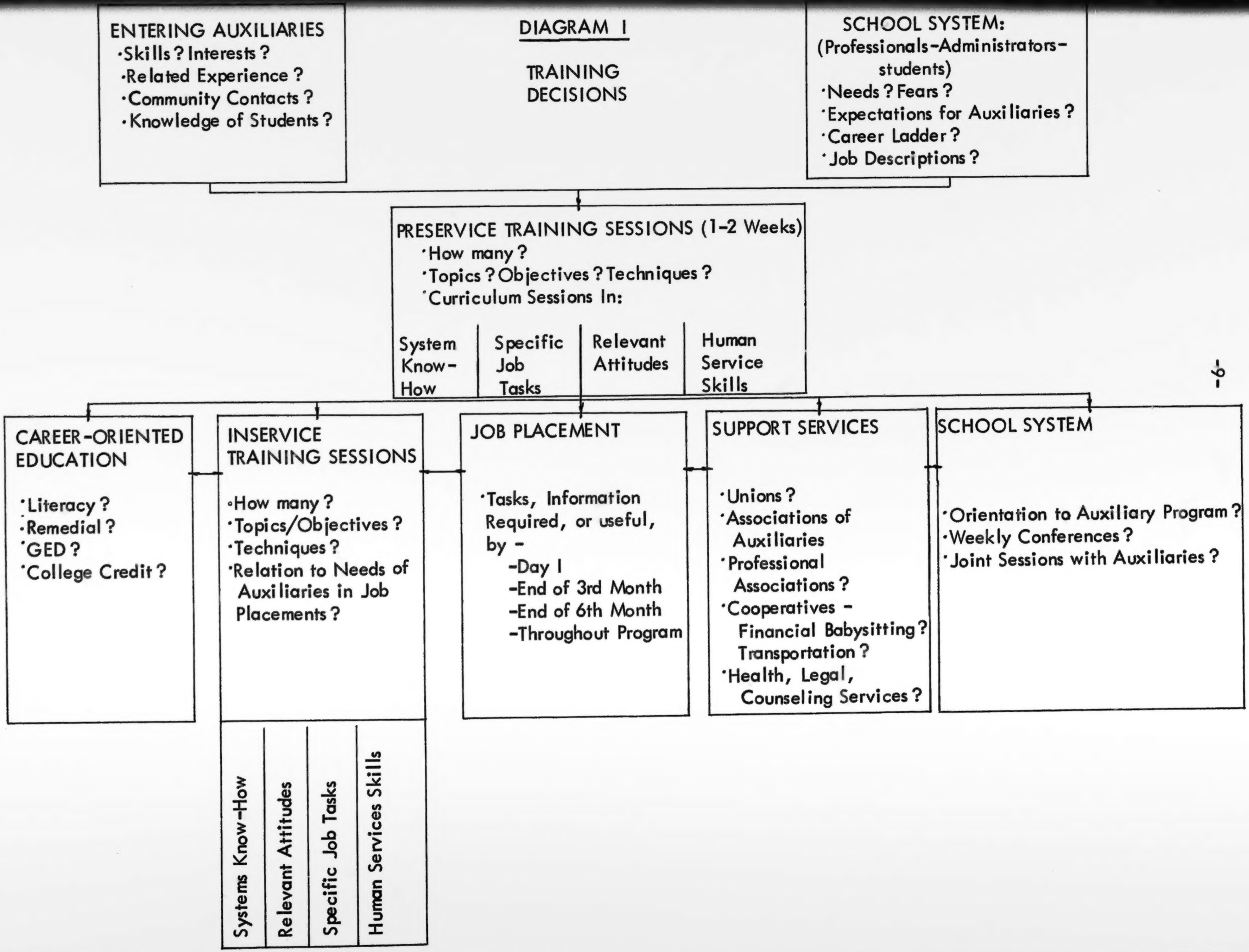
Trainers must prepare several preservice sessions, selecting topics and techniques which may be useful with most Auxiliaries and then adapting and revising these as they get to know each individual Auxiliary, his needs and learning styles.

Although the Trainer should have several specific preservice sessions planned, inservice sessions should be planned in relations to ongoing needs of Auxiliaries in their job assignments. The Trainer can allot various inservice sessions to the four curriculum areas, sketching out general topics, but not planning these sessions in detail until the week before the session.

Trainers will also have to maintain communications with professional and administrators in the school system, develop or refer Auxiliaries to support services and to career-oriented education.

DIAGRAM I

TRAINING DECISIONS


ENTERING AUXILIARIES
·Skills? Interests?
·Related Experience?
·Community Contacts?
·Knowledge of Students?
SCHOOL SYSTEM:
(Professionals-Administrators-students)
·Needs? Fears?
·Expectations for Auxiliaries?
·Career Ladder?
·Job Descriptions?
PRESERVICE TRAINING SESSIONS (1-2 Weeks)
·How many?
·Topics? Objectives? Techniques?
·Curriculum Sessions In:
System Know-How
Specific Job Tasks
Relevant Attitudes
Human Service Skills
CAREER-ORIENTED EDUCATION
·Literacy?
·Remedial?
·GED?
·College Credit?
INSERVICE TRAINING SESSIONS
·How many?
·Topics/Objectives?
·Techniques?
·Relation to Needs of Auxiliaries in Job Placements?
Systems Know-How
Relevant Attitudes
Specific Job Tasks
Human Services Skills
JOB PLACEMENT
·Tasks, Information Required, or useful, by -
-Day I
-End of 3rd Month
-End of 6th Month
-Throughout Program
SUPPORT SERVICES
·Unions?
·Associations of Auxiliaries
·Professional Associations?
·Cooperatives - Financial Babysitting? Transportation?
·Health, Legal, Counseling Services?
SCHOOL SYSTEM
·Orientation to Auxiliary Program?
·Weekly Conferences?
·Joint Sessions with Auxiliaries?

Overview of the Guide

This Guide for Trainers of Education Auxiliaries include:

Part I: INTRODUCTION

Part II: WORKSHOPS FOR TRAINERS

Presents four workshops which Trainers can conduct for themselves as they begin to share ideas, plan training topics and techniques and set objectives and methods of evaluating each session.

Part III: THE ROLE OF THE TRAINER

Describes the relationships of the Trainer with the school system and communities in the district; discusses training styles; suggests methods of self-evaluation.

Part IV: RECRUITMENT, SELECTION & CAREER DEVELOPMENT

Qualifications, recruitment techniques and selection criteria are discussed in relation to the descriptions of each position in the Education Auxiliary's career ladder. Sample job descriptions are included.

Part V: NEW CAREERS TRAINING TECHNIQUES

Summarizes general principles and specific techniques found by New Careers Training Lab to be most effective with adults – particularly undereducated and/or low income adults.

Part VI: THE TRAINING CURRICULUM

Suggests topics, techniques which can assist the Trainer as he plans each preservice and inservice session in the curriculum areas described on the following pages.

Part VII: BIBLIOGRAPHY AND SELECTED MATERIALS

The Training Curriculum

The Training Curriculum consists of four areas usually developed by Trainers in preservice and inservice sessions include:

- Specific Job Tasks
- System Know-How
- Relevant Attitudes
- Human Service Skills

In addition to conducting sessions in these areas, the Trainer helps Auxiliaries obtain:

- Career-Oriented Education
- Support Services

Specific Job Tasks

The Trainer develops those specific tasks and duties assigned to Auxiliaries by teachers and administrators which will improve classroom education. Depending on each program's description of each paraprofessional position in the career ladder, the tasks may range from monitoring duties, operation of teaching equipment to leading group activities, tutoring or assistant teaching.

System Know-How

The Trainer helps the Auxiliaries locate information about the school system which will enable the Auxiliaries to propose and implement educational improvements. The entering Auxiliary may need basic "survival" information about school procedures and customs, reporting channels, responsibilities and benefits, location of supplies and so forth. As Auxiliaries become more aware of the workings of the school system and of potential improvements, the Trainer can help them locate information about specific issues, laws and public funding sources, and school/community decision-making processes.

Relevant Attitudes

The Trainer develops the Auxiliaries' awarness of their role as "agents" of change and educational progress. The Trainer can help Auxiliaries approach school professionals and community residents on various educational issues.

Human Service Skills

This "core curriculum" is conducted by the Trainer or by specialists in community colleges or New Careers Institutes. The sessions include generic skills and knowledges which Auxiliaries can use in education or in other jobs in the human service fields, such as interviewing and research skills, problem solving, knowledge about human relations, social change, the role of human service agencies in the local community and, particularly for Education Auxiliaries, child development and learning theory.

Career-Oriented Education

The Trainer can bring to the Auxiliaries existing courses and tutorials in basic education, high school equivalency prpearation, and college preparation (A.A. and B.A. degrees). The courses may be arranged with - and credited by - local community colleges or New Careers Institutes, or conducted on the job site. If the Trainer cannot locate courses which meet the Auxiliaries' needs, he may have to set up tutorials or group study workshops.

Support Services

The Trainer should keep the Auxiliaries informed about existing organizations and services which will strengthen their ability to improve the quality of education in their school. The Auxiliaries should also be aware of ways to form groups of their own - or in conjunction with other New Careerist organizations - around educational issues. Unions and associations of professionals and/or of New Careerists in education and other human service fields should be contacted and their possible contributions considered. Referrals are made when needed to agencies providing group or individual legal, financial, health, family counseling services or cooperative transportation, babysitting or credit pools. In general, support services are planned for and secured by the Trainer who arranges to have them available and easily accessible to the Auxiliaries.

Scheduling of Sessions

Sample preservice training schedules and suggestions for inservice training schedules are included in this part.

Introductory Sessions

NCTL Trainers have standardized a "Getting to Know You" session on the first day of training. Following a morning devoted to unfolding the program's goals, policies and training procedures, the Education Auxiliaries can reconvene after lunch for an afternoon of informal conversation.

EXAMPLE: "Getting To Know You" Session

1. The Trainer has coffee and tea available, ashtrays at easy reach and chairs arranged in a circle.
2. The Trainer sets the tone by disclosing some biographical data about himself - his working background, relevant schooling, where and how he acquired his commitment to paraprofessional jobs in human service occupations, and some of his expectations for the success of the Auxiliaries in the training sessions and on the job.
3. The Trainer then encourages each auxiliary around the circle to share as much as he wishes about his own background, hopes and even fears about the training program and job assignments.

Other early sessions in preservice and inservice training might include:

EXAMPLE: "Ground Rules" Session

The Trainer works with the Auxiliaries, establishing standards for attendance, and ways to report lateness or absence. Group agreement, rather than dictums from the Trainer is sought.

EXAMPLE: "Study Habits" Session

Trainers provide notebooks for Auxiliaries and instruct them about compiling information related to their interests and concerns. At this stage, the Categories in the notebooks can serve as an overview of the training content with section titlessuch as: "Bulletin Board Displays", "Home Visits", "Tutoring Techniques", "Homework Assistance", "Audio-Visual Equipment", "Monitoring", "Classroom Management", "Supervisory Channels", etc.

EXAMPLE: "Training Kit"

Trainers can provide Auxiliaries with a kit of materials which includes:

policies and procedures of the local school board affecting all personnel - professionals as well as Auxiliaries

- an outline of the basic skills and information to be covered in the first three months of preservice/in-service training

- other factual, simple presentations which have relevance to the Auxiliaries' early job placement such as the career ladder, different responsibilities and educational requirements for each position on the ladder, groups in the community with interest in and influence on education, and so forth

Part II:
WORKSHOPS FOR TRAINERS

Overview

Workshop on Training Content

Workshop on Training Techniques

Workshop on Planning Sessions

Workshop on Evaluation

Overview:

The four workshops presented in this section can help Trainers - and administrators of Education Auxiliary Programs to -

- Apply the findings, suggestions and experiences of NCTL Trainers described in this Guide to the needs of each particular school system and Education Auxiliary program

- Identify the needs, strengths and suggestion of all participants which Trainers can use in planning and training sessions, including those of:

  Teachers assigned Education Auxiliaries

  Other School Professionals

  School Administrators

  Experienced Education Auxiliaries (previously trained the same or similar program)

  Parents and members of education groups in the school district

  Unions and associations of New Careerists

  The Education Auxiliaries themselves, or, if not yet selected, residents in low-income communities from which they will be selected

- Work together as a group for mutual support and learning.

The Workshops:

The workshops in this section suggest ways in which Trainers can begin to -

- SELECT the most critical curriculum content from among the many relevant skills, tasks, topics of information and attitudes
- PRACTICE applying those techniques which have been found effective in adult education, particularly in training under-educated and/or low-income adults
- PLAN initial sessions around clear, specific topics and appropriate techniques, while scheduling general topics for later inservice sessions.
- EVALUATE the effectiveness of each session in order to improve the next

Leadership:

Trainers can conduct these or similar workshops for themselves before they begin training Education Auxiliaries as well as during the preservice and inservice training phases; Administrators of the Auxiliary program and other staff members may participate with the Trainers or conduct a supplementary, orientation program.

Trainers may want to divide the workshop activites among themselves so that different Trainers or small teams of Trainers take responsibility for conducting each meeting.

Specialists can be called in to demonstrate techniques or provide information in any of the areas. These consultants might include:

Education Auxiliary Program staff

Administrators and Trainers in similar programs

School professionals and administrators

University personnel

Representatives of parent and community education groups

Residents of the low-income communities from which the Auxiliaries will be selected

As soon as possible, Trainers should meet to find out each other's interests and special skills and to discuss ways to pool these strengths by training each other or exchanging groups and conducting sessions on particular topics for each other. The more that Trainers can work cooperatively, sharing skills and making constructive suggestions to each other, the better prepared the Auxiliaries will be for their job responsibilities - and the higher will be the quality of educational services to the students in the school.

Duration:

The length of each workshop depends on the interest of the Trainers as well as on the overall program and schedule. For example, Trainers in some programs may be involved in an intensive orientation conducted by training specialists while Trainers in other programs may meet for the first time on the day they begin training Auxiliaries. In one program, the curriculum and techniques to be used may be highly structured, while in another, left entirely up to each Trainer.

The workshops should not continue longer than two to three weeks before the Trainers begin work with Auxiliaries in order to avoid the dangers of planning too rigidly and theoretically without consideration of individual Auxiliaries' needs, interests and assignments.

If only a day per workshop - or less - is available, Trainers can meet to plan ways of following through on suggested activities after the training program begins. Trainers can form small teams to investigate different areas and report back to the entire group of Trainers from week to week. Each Trainer can also use suggested activities as aids in clarifying his own session plans, although Trainers should make sure they have time to compare notes and share observations at least informally.

WORKSHOP ON:

SELECTING TRAINING CONTENT

Purpose:

Trainers can use this workshop when they begin to -

1. Select content for curriculum areas, including

    - specific job tasks
    - general human services skills
    - information about the school system
    - attitude training
    - career-oriented education
    - referrals to support services

2. Identify curriculum content which will balance:

    - What the school personnel expect Auxiliaries to know and prefer that they know how to do when they begin work

    with

    - What the Education Auxiliaries need and want to learn as they develop their careers in education

Main Workshop Technique:

Trainers interview and/or conduct group meetings with school and Education Auxiliary program personnel.

Suggested Activites:

For each area of the training curriculum, the Trainers can work together to:

1. Locate Job Descriptions for the Education Auxiliaries - if completed - and any written or oral criteria for recruiting and selecting Auxiliaries. For further discussion, see Part IV "Recruitment Selection and Career Development".

2. Identify school personnel who will participate in the Education Auxiliary Program and whose needs, expectations and standards the Auxiliaries will have to meet.

3. Identify others who may also have suggestions about what skills and information to emphasize in the training sessions. Trainers in similar programs, specialists in training paraprofessionals in other human service fields and Education Auxiliaries who have already been trained may be particularly helpful.

4. Divide among Trainers, the interviews and or plan how to conduct group meetings. Discuss the types of questions to ask and problems to be aware of.

5. Look over suggested planning questions and content in the Part VI "The Training Curriculum".

6. Decide how to present the goals of the Education Auxiliary program as well as when and how to orient professionals and administrators whose expectations about the Auxiliaries' job descriptions are too limited or too demanding.

7. Conduct interviews or meetings, and for each curriculum topic suggested, determine whether the Auxiliaries should be introduced to it and learn it:

   -Before "Day I" in the classrooms
   -By the end of the first three months of work
   -By the end of six months
   -On the job, as necessary, without specific training by the Trainer

8. Report suggestions to all Trainers and begin to select general content areas which will both prepare the Auxiliaries in ways which the school will consider useful and appropriate and give the Auxiliaries the skills, information and awareness of relevant attitudes needed for career advancement.

9. If the meetings and interviews have disclosed important differences between the Education Auxiliary Program's job descriptions and goals and the school's expectations, meet with administrators of the program to plan orientation sessions for school personnel.

10. Discuss ways to readjust content areas in response to individual Auxiliaries' needs, interests and day-to-day assignments in the classroom.

11. Find out if any Trainers are particularly informed about specific content areas, and which areas Trainers need to learn more about: pool specialties, learn from each other and consult with specialists in or outside the school.

Duration:

The above activities should involve about 15% to 25% of the time available for the workshops, with continuous up-dating throughout the preservice and inservice training.

WORKSHOP ON:

TRAINING TECHNIQUES

Purpose

Trainers can use this workshop to -

1. Survey techniques found effective in training undereducated and/or impoverished adults for new careers in education.

2. Practice applying these techniques to training session topics, emphasizing the more effective or less familiar techniques.

Main Workshop Techniques:

a. The Trainer or a consultant demonstrates the technique by teaching some skill or information to the other Trainers as he would to Education Auxiliaries.

b. Trainers divide into groups of two to five so that each Trainer can try out the technique with others acting as Auxiliaries.

c. The Trainers evaluate the techniques including possible weaknesses in the ways Trainers apply them.

d. Trainers discuss training content which can be best developed by different techniques.

Suggested Activities:

The Trainers can -

1. Look over the principles and techniques in the Guide which New Careers Training Lab Trainers have found most useful, and dicsuss additional ones. General discussions of techniques can be found in Part V under "NCTL Training Techniques". Specific applications of techniques to curriculum content are suggested in Part VI "The Training Curriculum".

2. Find out if any Trainers have had considerable experience in using any of the techniques, as well as which techniques Trainers need more practice with before conducting actual sessions.

3. Select techniques to demonstrate and try out. If Trainers vary in which techniques they need or want to perfect, divide into small groups and work on different techniques, demonstrating each one once to all the Trainers in a follow-up meeting.

4. Assign techniques for experienced Trainers, consulting teachers or Trainers from other new careers projects to demonstrate to the group.

5. Demonstrate and try out techniques as described above under "Main Workshop Technique".

Suggested Techniques:

-Role play
-Group Problem-Solving
-Demonstration Techniques
 (films, filmstrips, etc.)
-Building on Auxiliaries' experience
 as adults
-Four-step Method to present/
 demonstrate/try out/review a task

(See Part V for description of these and others)

Duration:

The above activities can easily take up 25% to 50% of the time available for the workshops, with on-going Trainer's workshops after the training of Auxiliaries begins.

WORKSHOP ON:

PLANNING TRAINING SESSIONS

Purpose:

Trainers can use this workshop to -

1. Develop ways of planning each session around clear, concrete objectives.
2. Incorporate techniques and principles in the sessions.
3. Schedule specific topics, objectives and techniques for initial training sessions and to sketch out general topics for later preservice and inservice sessions, . Final decisions should be left open about specific objectives and techniques so that each Trainer can respond to his Auxiliaries' actual needs, interests and learning styles.

Main Workshop Objective:

a. Trainers select one general topic in each curriculum area and together try to devise a concrete objective, select a technique and estimate length and number of sessions.

b. Trainers work independently or in teams to plan objectives, techniques and time estimates for a new session in each curriculum area.

c. As a group, the Trainers go over the objectives checking them for clarity, relation to the Auxiliaries' probable on the job needs and for the appropriateness of the techniques selected.

Suggested Activities:

The Trainers can:

1. Review some of the more critical content areas in each curriculum area and the techniques identified as effective in the first two workshops, noting which topics can be reserved for on-the-job training.

2. Look over suggestions in the *Guide* about ways to specify objectives in each curriculum (See *Guide*, Part VI "The Training Curriculum").

3. Plan several sessions as described above under "Main Workshop Technique". Keep in mind the difference between vague, general "objectives" such as "This session teaches the Auxiliaries to be sensitive to children's problems" and more specific, realistic objectives such as "At the end of this session, the Auxiliaries will be able to handle the following problems"(list specific ones) in the following ways (list approach to be taught in the session).

4. Chart out all available training hours in preservice and in the first three months of inservice sessions, noting any specific hours which administrators of the Education Auxiliary Program have already filled (such as orientation meetings, conferences with teachers and so forth).

5. Select topics which should probably be emphasized for all Auxiliaries, writing - in pencil, so that they can be changed easily as the Auxiliaries'

needs are identified - the topic title, one or two main objectives of the session, and suggested techniques for the first two weeks of sessions. Write in only general topics for session hours after the first two weeks.

6. Use this chart to decide whether the most important topics are covered and how well sessions are spread over Specific Job Tasks, Systems/Know-How, Human Services Skills, Relevant Attitudes, Career-Oriented Education and Support Services. If more session time must be spent on areas that have been left out, make objectives of some sessions more specific and limited, rearrange the sequence of sessions and, when necessary, meet again with teachers and administrators to discuss priorities of topics.

Duration:

Trainers can spend 15-25% of available time on this workshop, while up-dating session plans and objectives daily in order to respond to the Auxiliaries' actual needs.

WORKSHOP ON:

EVALUATION

Purpose:

Trainers can use this workshop to -

1. Plan ways of evaluating their own uses of techniques, selection of content and general effectiveness.

2. Discuss together the possibility of making constructive suggestions to other Trainers, depending on the confidence the Trainers have in themselves as a group.

Main Workshop Techniques:

Trainers can work out solutions to the problems of self-evaluation through discussions, role play or observation visits to training sites with follow-up discussions.

Sensitivity Training should not be used unless guided by a highly experienced specialist. When conducted with skill, this technique can help Trainers recognize their own strengths and limitations and develop a group atmosphere in which Trainers can also help each other with constructive criticisms. When applied poorly, however, the workshop can deteriorate into destructive criticisms, aggravating insecurities without strengthening the Trainers' skills.

Suggested Activities:

The Trainers can -

1. Look over suggestions for methods of group and self-evaluation in the Guide, Part III, "The Unique Role of the Trainer".

2. Confront directly his and other Trainer's preferences, alternate suggestions, insecurities about being evaluated; Trainers may want to hold discussions in which each person describes one of his strengths as well as one of his weaknesses as a teacher that he has noticed.

3. Develop methods of evaluating whether a Trainer has succeeded in transmitting the objectives of a session to all the Auxiliaries.

Suggestion:

Paper and pencil tests for Auxiliaries may be too threatening no matter how the Trainer explains that the tests are a test of his own effectiveness and not of the Auxiliaries' ability:

Role play situations in which the Auxiliary performs a task or presents information about the school or about a task to an inquiring parent, teacher or student (played by the Trainer) can be held before and after a session. These role play situations can indicate how much an Auxiliary knows about a given topic before the session and how well he acquired the information or skills in the session.

4. Observe teachers and Trainers in other programs, and report back to entire groups, describing the techniques used, suggesting ways to adapt them or to improve them for the Education Auxiliary Program.

5. Try out several evaluation procedures, as Trainers role play or observe training situations.

Suggested Evaluation Procedures:

- Independent Observer (Another Trainer, a teacher, an advanced Education Auxiliary, etc. who is in-instructed to note down specific observations)

- Session Recording (for later analysis of details such as group process, feedback from Auxiliaries', etc.)

- Interviewing of Auxiliaries after session (using questions which probe and elicit evaluations)

- Pre and post tests - particularly in the form of role play situations - (to test the Trainer's effectiveness in teaching specific tasks or information or in developing particular attitudes and approaches to inter-personal situations)

- Involvement of Auxiliaries in planning a follow-up session (asking them to suggest topics they would like to review or learn, and ways they would like to learn them; comparing the topics they need to learn more about with the topics the Trainer thinks he has taught, and the techniques selected by the Auxiliaries with the techniques the Trainer prefers to use).

Duration:

Trainers can spend 10% to 25% of time available for workshops on evaluation procedures, while each Trainer should follow-up on a session-to-session basis evaluating his effectiveness and improving his ability to reach and train each Auxiliary in his group.

Part III:

THE ROLE OF THE TRAINER

The Unique Role of the Trainer

Diagram #2 "The Trainer and the School System"

Education Auxiliaries

Training Assistants

Parents & Community

Professionals

Administrators

Students

Co-Trainers and Speciality Trainers

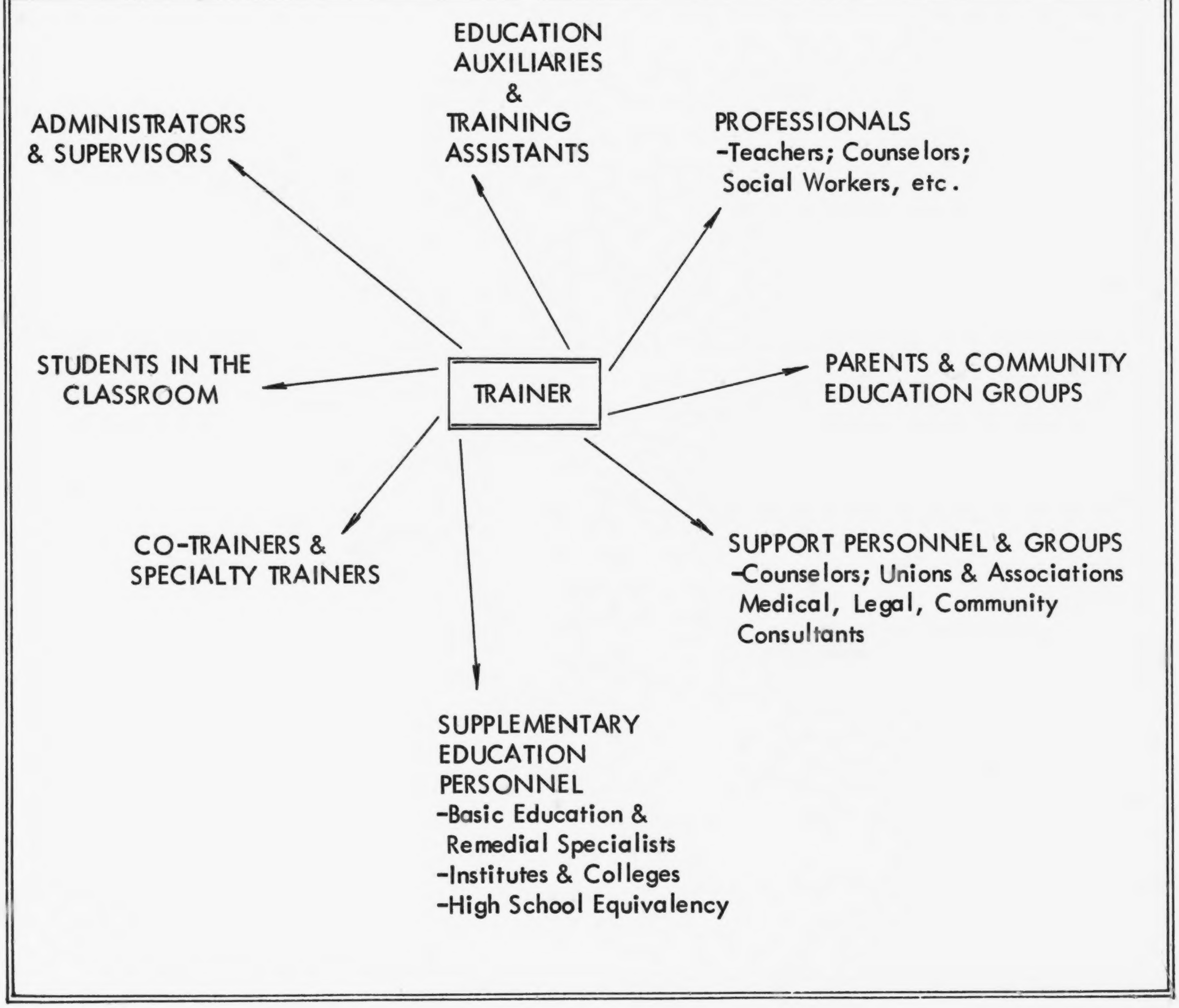
Support Personnel and Groups

Supplementary Education Specialists

The Unique Role of the Trainer

The Trainer comes into contact with the many participants in the school system as illustrated below:

DIAGRAM #2: The Trainer and the School System


EDUCATION AUXILIARIES & TRAINING ASSISTANTS
ADMINISTRATORS & SUPERVISORS
PROFESSIONALS -Teachers; Counselors; Social Workers, etc.
STUDENTS IN THE CLASSROOM
TRAINER
PARENTS & COMMUNITY EDUCATION GROUPS
CO-TRAINERS & SPECIALTY TRAINERS
SUPPORT PERSONNEL & GROUPS -Counselors; Unions & Associations Medical, Legal, Community Consultants
SUPPLEMENTARY EDUCATION PERSONNEL -Basic Education & Remedial Specialists -Institutes & Colleges -High School Equivalency

The Trainer may be called upon to function in a variety of roles with individuals in the above groups as he plans, implements, evaluates - and re-plans - his preservice and inservice training sessions. In this section, some of the typical roles for which the Trainer should prepare himself are described. Ways for the Trainer to evaluate his effectiveness are discussed as is the style of the Trainer.

The Trainer and the Auxiliaries

As the Trainer prepares Education Auxiliaries for their jobs, and as he works with their day-to-day problems on their jobs, he will learn when to provide a structure and when to strengthen the Auxiliaries self-reliance. Among the Trainer's many relationships are -

TEACHER	• The Trainer teaches skills and information to the Auxiliaries, and at the same time, learns from them. What he learns may help him select more relevant content for his training sessions, monitor his own effectiveness as a trainer and suggest improvements for the Education Auxiliary Program as a whole
INTERPRETER	• The Trainer interprets the school system for the Auxiliaries - and, at the same time, advises the system about ways to adjust to the Auxiliaries' needs, strengths and interests
LEADER ADVISER	• At times the Trainer leads - and, at other times, steps back and lets the Auxiliaries make decisions or handle problems as an independent group

COUNSELOR	· The Trainer counsels the Auxiliaries about the many resources - both institutions and personnel - that can help their career advancement - while cautioning against too much dependence on the help of professionals
COACH	· The Trainer encourages the Auxiliaries to develop their own personal styles, trying various ways of meeting people, working with professionals and dealing with problems so that each Auxiliary uses his own strengths and particular insights as a tool in his work - while strenthening attitudes and behaviors which will help the Auxiliary succeed on his job

The Trainer and Training Assistants

As the professional teacher uses teaching assistants, so the Trainer may use more experienced Education Auxiliaries as training assistants or "Helpers".

These assistants have contributed to the effectiveness of several New Careers programs, including:

The Model School Division of the Public Schools, District of Columbia
New York City Public Service Careers Program
Jobs Now Program, Chicago YMCA

The position has variously been called "Helper", "Field Coordinator", "Coach", "Counselor", "Paraprofessional Trainer", "Human Resources Technician".

The training assistant meets the Auxiliaries informally in the training sessions, after school hours, or on-the-job. He learns of particular problems and interests and can -

- Take charge of administrative details during orientation
- Act as a "buffer" between the new Auxiliary and professionals and administrators in the school
- Play a key role in the transition from the first days of uncertainty to later confidence and independence.

- Coach and tutor Auxiliaries
- Prevent minor problems from becoming more serious through frequent informal meetings
- Identify strengths and needs, and communicate these to Trainer
- Help the Auxiliaries communicate with the school personnel

The Trainer and the Community

The Trainer's relationship with the parents and residents in the school's district will depend on his previous knowledge of all religious, ethnic and income groups in the community as well as the previous relationship between the school and these community groups. In general, the Trainer should be ready to -

MEETINGS	· Set up or attend meetings with parents and community education groups both to present the goals of the Education Auxiliary Program and to learn more about the school district
ADVISORY GROUPS	· Work with parent groups or school/community advisory boards, regularly evaluating and improving the Education Auxiliary program
ETHNIC & INCOME GROUPS	· Prepare Auxiliaries to communicate with all groups - affluent as well as low income - and to act as a bridge between the school and parents or special community education groups
COMMUNITY INFLUENCE	· In small towns, suburban areas or urban districts where parents and community residents take an active part in making decisions about school policy - help the Auxiliary feel comfortable about describing his job to people in these school groups and inform him about the division of responsibility between the school and the community Or: · In low income urban neighborhoods or rural districts where parents and community have lacked the status, "know-how"

or effective communications skills to take an active role in influencing school policies -

help the Auxiliary understand possible reasons for lack of involvement and ways in which the community can gain influence or control.

As the Trainer learns from the community, he may want to know:

What school-community problems his Education Auxiliaries may encounter?

What are the typical attitudes held by the community towards the school which the Education Auxiliaries may also hold... and reasons for them?

What community resources should the Auxiliaries know about in order to refer students and their families as necessary?

(health facilities, babysitting pools, family counseling, recreation, employment centers, social service programs, daycare centers, after-school programs, remediation programs, adult training and education, legal aid and consumer protection agencies, etc.)

What knowledge about the various ethnic, religious, income, political or special interest "communities" within the school district will help the Auxiliary understand the students, handle home visits or conduct meetings?

Are the Auxiliaries likely to be representative of most groups in the community? Are many in the community likely to distrust Auxiliaries or accuse them of deserting the community by "selling out"?

The Trainer and the Professionals

As the Trainer works with teachers, guidance counselors, school psychologists, social workers, audio-visual specialists, curriculum specialists, recreation leaders, health experts and the many professionals involved in the school, he may -

ORIENTATION	· Orient the professionals to goals of the Education Auxiliary Program, to the reasons for on-the-job learning rather than extended preservice training and to techniques of training Auxiliaries on the job
PLANNING	· Find out what specific tasks each teacher would like the Auxiliaries to know before they enter the classroom, what skills they are likely to learn on-the-job and what skills should be developed in inservice training
CONSULTATION	· Help teachers decide how to use the much-needed assistance in ways that will improve educational services to students
COORDINATING	· Provide opportunities for professionals and Auxiliaries to get to know each other informally

TROUBLE-SHOOTING	· Work out with professionals, administrators and Auxiliaries the smoothest possible procedures for reassigning Auxiliaries should personality conflicts arise.
COMMUNICATION	· Meet regularly with teachers to learn their observations about Auxiliaries' needs and suggestions for training components and communicate to teachers his own observations

The Trainer and the Administration

As the Trainer works with administrators of the school and of the Education Auxiliary Program, he will probably -

- Learn about the system
- Consult on ways of improving the Education Auxiliary Program and related policies in the school
- Assist in defining Auxiliaries' jobs and planning the "Career Ladder" to professional standing
- Assist in planning goals, policies, overall tone of the program and orientation sessions for professionals and other administrators
- Inform the administrators about Auxiliaries achievements, ideas for improvements and difficulties
- Assist in matching Auxiliaries with particular teacher and job assignments
- Learn about the permanency of funding and how it affects realistic program goals, increments, and fringe benefits which must be described accurately to Auxiliaries
- Schedule joint sessions with administrators and Auxiliaries, as well as time during school hours or after school (with compensation) for the teacher-Auxiliary teams to review the day's work and plan the next day

The Trainer and the Students

The Trainer may want to get to know several students in each Auxiliary's classroom in order to -

- Learn about the students' needs
- Gain perspective on the Auxiliaries problems and observations
- Ask the students for suggestions about how the Auxiliaries can help them learn
- Better handle conflicts that arise between the Auxiliary and his classroom teacher or student

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The Trainer and Other Trainers

The responsibilities of each Trainer will range from being the main teacher of the Auxiliary to being one of many training specialists or a coordinator of training consultants, depending on the structure of the Education Auxiliary Program. In general, the Trainer can -

- Plan sessions with specialty trainers in the subject areas, recreation, materials and audio-visual aids, supervision and monitoring, social work, guidance and other areas of relevance to the Education Auxiliary's training

- Work with co-trainers as a group learning from each other's experiences, making suggestions and, when each Trainer has a different area of specialty, conducting sessions with each other's group of Auxiliaries

The Trainer and Support Personnel

The Trainer should be aware of support services which he can describe accurately to Auxiliaries and to which he can make referrals or bring in specialists or make referrals, if necessary. The Trainer may have to locate and contact personnel in the areas of:

- Family counseling
- Employment services
- New Careerists' Associations
- Professional Associations and Unions
- Health Centers and Insurance Plans
- Legal Aid
- Mental Health and Psychological Services
- Banking Services
- Consumer Protection Services; Budget and Credit Advice
- Neighborhood Cooperatives; Discount Quality Stores
- Educational Scholarships
- Babysitting, Transportation and other Pools

The Trainer and Supplementary Education Specialists

Entry qualifications for Auxiliaries' educational background and achievement vary from program to program. Some programs require high school diplomas, others require sixth grade reading score on standardized tests, while a few do not even require literacy as long as the applicant has the personal qualities needed for teaching.

The Trainer sets up career-oriented educational programs for Education Auxiliaries based on individual needs, interests and the requirements of the career ladder. The Trainer makes clear the relationship of each educational degree or course to the Auxiliaries' career development.

These courses or tutorials may be conducted at the school, by more skilled Auxiliaries, by the Trainer himself or by other educators. Auxiliaries may register for outside courses at Community Colleges or Universities and set up group study hours.

The areas of supplementary education may include:

- Basic Education and Literacy
- Remedial Education and Refresher Courses
- Elementary or High School Equivalency Preparation
- Public Adult Education
- Courses at New Careers Training Institutes
- Accredited courses at Community Colleges
- A.A., B.A. or M.A.T. courses
- Specialized courses to improve skills but not necessarily part of a degree program or Career Ladder

Self-Evaluation

Although techniques of training based on NCTL Trainers' experiences are suggested throughout this Guide, none will assure quality training. Each technique must be adapted to the Trainer's own style, to the individual Education Auxiliaries needs and to the particular school system.

As an educator, the Trainer will know too well the limitations of "telling" someone how to teach. It is the Trainer's job to constantly evaluate his effectiveness and to strengthen his ability to perform his many roles.

NCTL has found the following qualities to be among the most important attributes of a Trainer. These notes may serve as a rough checklist which the Trainer can use in evaluating himself.

The Trainer Learns From and With Auxiliaries

- Listens not only to the Auxiliaries' words but also for the reasons they say them.

- Helps Auxiliaries express their feelings, even when these may be negative criticisms.

- Accepts criticisms as helpful suggestions and gives them careful consideration before accepting or rejecting them.

- Admits areas where he lacks knowledge and joins Auxiliaries in locating information or learning the skills.

The Trainer Involves the Auxiliaries as a Group

- Shows respect for each Auxiliary's opinion or attempt, and elicits the respect of Auxiliaries for each other's opinions and attempts to learn.

- Uses methods of questioning, of encouraging comments from all, initiates session topics in ways that open the group to discussion, keeps lectures to a minimum.

- Deals directly and honestly with normal hostilities and tensions as they occur between Auxiliaries and the Trainer or school staff, or among Auxiliaries.

- Handles organized group resistance or disagreement without retreating to authoritarian stances or total abnegation of his position as Trainer.

- Brings out all Auxiliaries, encouraging the shy and preventing the "talkers" from taking over the discussions.

EXAMPLE

After the most verbal members have spoken, the Trainer may give the less articulate persons an opportunity to speak by tactfully phrased probes such as:

"I see by your expression, Mrs. Jones, that you have something to add to Mr. Green's statement"
or,
"The group would like to know how you feel about__________, Miss Smith."

- Withdraws his support gradually, giving more and more independence to the group in making decisions and solving problems.

The Trainer Uses Adult Education Approaches

- Provides a structured purpose for each session, explains this objective to the Auxiliaries and is flexible enough to adapt or change session topics according to day-to-day learning needs of the Auxiliaries without losing structure.

- Introduces new ideas and tasks by relating them to the Auxiliaries' experiences in adult life which may be similar, giving opportunity for participation and discussion by Auxiliaries.

- Adjusts to pace of Auxiliaries with patience, aware that adults have the ability to learn but may need review of ways to learn and study.

- Believes low-income Auxiliaries have potential for growth and development and does not believe that an impoverished person is a victim of his own lack of motivation or cultural inferiority.

- Shows an open and adult relationship with the poor and does not take refuge behind professional jargon.

- Considers failures of Auxiliaries to learn failure, at least in part, of the Trainer's own techniques.

The Trainer's Style

Each Trainer will apply any given training technique differently. His style - i.e. humor, types of examples used, ways of handling Auxiliaries' strengths and insecurities, ways of using Auxiliaries' experiences - should be as honest a reflection of the Trainer as possible.

Auxiliaries want to learn skills and information that will help them succeed on their job, and will usually respect the Trainers who can transmit this knowledge in an efficient and adult way. The young Trainer with older Auxiliaries, the older Trainer with young Auxiliaries, the professional Trainer with undereducated Auxiliaries, the middle income, white Trainer with low income black, Spanish or white Auxiliaries, the black Trainer with Spanish Auxiliaries - all these and many other combinations of Trainer's and Auxiliaries' backgrounds need not limit the effectiveness of the training if the Trainer -

- Has an honest, down-to-earth teaching style.
- Presents educational theories and teaching tasks clearly, using concrete, familiar examples and building on the Auxiliaries' own experience.
- Teaches useful skills through techniques found effective in adult education - particularly in teaching low-income, undereducated adults.

Part IV

RECRUITMENT, SELECTION AND CAREER DEVELOPMENT

Recruitment & Selection

Job Descriptions and Career Development

Diagram #3 "Functional Approach to Job Development"

New Jobs in the Traditional School System

Appendix A: Suggestions for Trainers and Others Involved in Recruitment & Selection

Recruitment & Selection

The Trainer can compare the actual methods of recruitment with the selection criteria in order to estimate how close the program may come to recruiting Auxiliaries with the backgrounds desired. The Trainer may want to find out -

- how Education Auxiliaries are recruited
- what kinds of screening devices are used
- what formal and informal selection criteria are used
- what job descriptions are available for each position in the Auxiliaries' career ladder from entry as paraprofessionals to certification as professionals.

This information can help the Trainer anticipate general training needs and plan preservice and inservice sessions in terms of both the Auxiliaries' entering skills and the tasks they should be prepared to perform by Day I on the job.

The Trainer may have to look between the lines of the proposed recruitment and selection procedures to get a true picture. For example, a program that sets itself the goal of opening career opportunities for the "hard core" unemployed may in fact select relatively well-educated, semi-skilled "creamed" Auxiliaries if it only recruits through conventional sources such as local employment agencies and professional institutions or if it employs recruiters who select only those applicants who can already approach employment interviews with apparently "professional" mannerisms.

Trainers in some programs may be involved in the recruitment and selection phases directly. Appendix A includes a discussion of NCTL experience with Recruitment and Selection to date.

Job Descriptions and Career Development

In a study of fifteen demonstration training programs for Auxiliary school personnel in 1966-67, Bank Street College of Education found that the most successful programs defined each Auxiliary position carefully, but applied these descriptions flexibly in response to the needs of each learning situation.

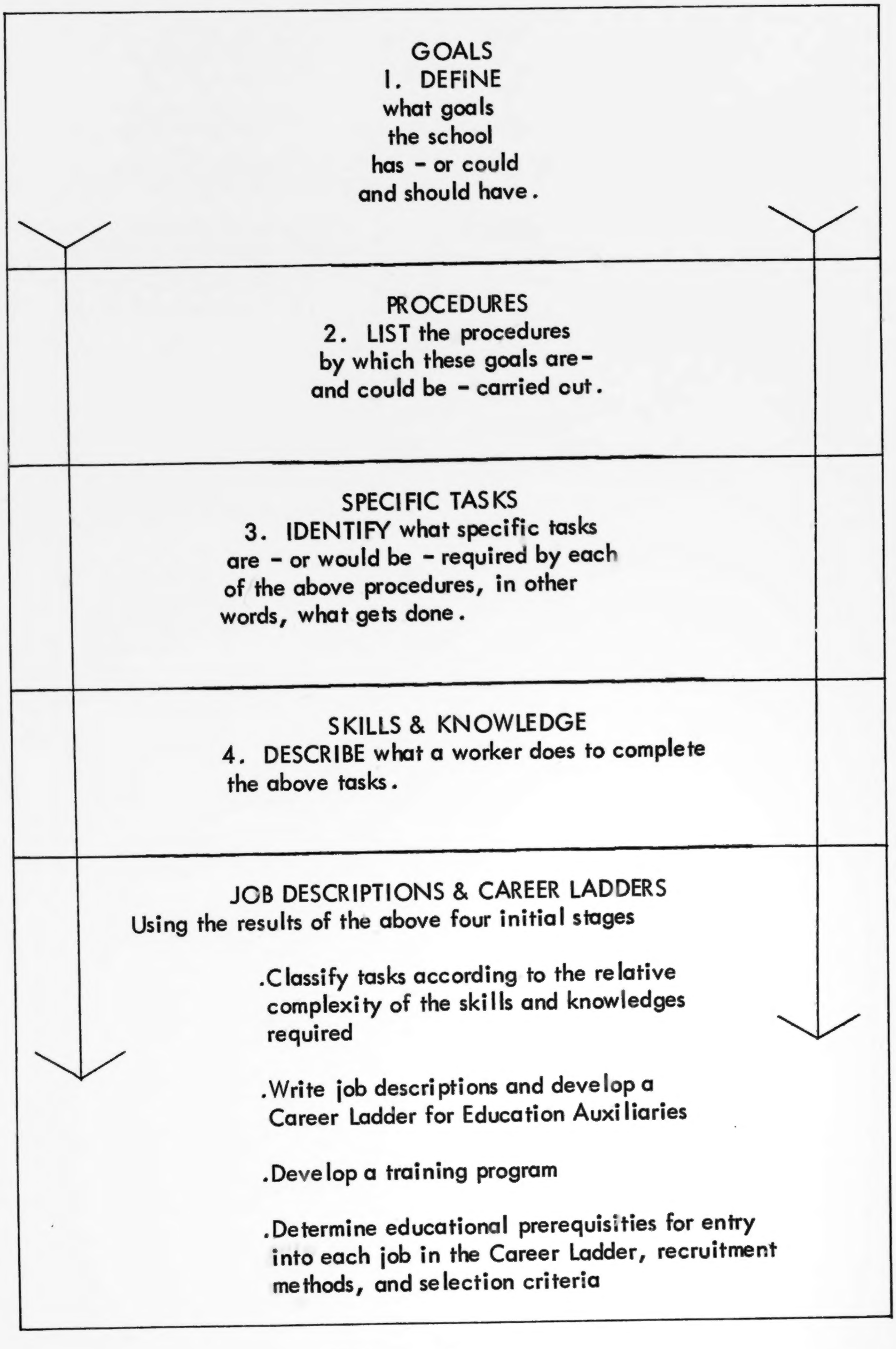
When jobs for Education Auxiliaries were first developed, a limited approach was used: the tasks performed by teachers and other professionals in the school were examined, tasks which could be done by less skilled workers were isolated and grouped to make a "nonprofessional" job. This approach led to jobs without career advancement opportunities which were either collections of menial tasks or jobs in which the Auxiliary helped the professional with almost every task, but had no independent function of his own. As a result, many schools did not fully utilize the new Auxiliaries and lost many opportunities to strengthen their educational programs.

School systems are beginning to apply a more comprehensive approach to developing jobs. In most cases, Trainers are not directly responsible for describing paraprofessional jobs in the career ladder. The approach is summarized here briefly, however, because Trainers will be constantly selecting topics for training sessions in response to those tasks which would improve educational programs in the school and further the Auxiliaries' careers if they were taught and assigned, as well as in response to tasks actually being assigned to Auxiliaries.

Diagram #3 illustrates four initial stages of this job development process which can make the final descriptions of the paraprofessional jobs and career ladder more relevant to the educational needsof the particular school system. Although each step follows a logical sequence, in actual practice there is an interaction among them - redefinition and rewriting take place at many points as the process unfolds.

New Careers Training Lab in New York City can provide examples and further information about this functional approach to the first stages of designing jobs and new careers in education.

Following the diagram are three sample job descriptions illustrating the general type of information that may be included, depending on the needs of the particular school system.



GOALS
1. DEFINE
what goals
the school
has - or could
and should have.

PROCEDURES
2. LIST the procedures
by which these goals are-
and could be - carried out.

SPECIFIC TASKS
3. IDENTIFY what specific tasks
are - or would be - required by each
of the above procedures, in other
words, what gets done.

SKILLS & KNOWLEDGE
4. DESCRIBE what a worker does to complete
the above tasks.

JOB DESCRIPTIONS & CAREER LADDERS
Using the results of the above four initial stages

.Classify tasks according to the relative complexity of the skills and knowledges required

.Write job descriptions and develop a Career Ladder for Education Auxiliaries

.Develop a training program

.Determine educational prerequisities for entry into each job in the Career Ladder, recruitment methods, and selection criteria

DIAGRAM #3
Functional Approach to Job Development

Sample Job Description: Bank Street College of Education, New York City

1) AIDE, such as:	Illustrative Functions
GENERAL SCHOOL AIDE	Clerical, monitorial, custodial duties
LUNCHROOM AIDE	Serving and preparation of food, monitorial duties
TEACHER AIDE	Helping teacher in classroom as needed
FAMILY WORKER OR AIDE	Appointments, escorting, and related duties

TRAINING SUGGESTED FOR ABOVE

Brief orientation period (2 or 3 weeks) in human development, social relations, and the school's goals and procedures, as well as some basic skill training.

COUNSELOR AIDE	Clerical, receptionist, and related duties

TRAINING SUGGESTED FOR ABOVE

No specified preschooling required.

LIBRARY AIDE	Helping with cataloging and distribution of books

2) ASSISTANT, such as:	Illustrative Functions
TEACHER ASSISTANT	More relationship to instructional process
FAMILY ASSISTANT	Home visits and organizing parent meetings

TRAINING SUGGESTED FOR ABOVE

High school diploma or equivalent: one year's inservice training or one year in college with practicum

COUNSELOR ASSISTANT	More work with records, listening to children sent from class to counselor's office because they are disrupting class

LIBRARY ASSISTANT ....More work with pupils in selecting books and reading to them

TRAINING SUGGESTED FOR ABOVE

Both can be on a work-study basis while working as an aide

3) ASSOCIATE, such as:	Illustrative Functions
TEACHER ASSOCIATE .... HOME-SCHOOL ASSOCIATE...........	More responsibility with less supervision by the professional
COUNSELOR ASSOCIATE..............	

TRAINING SUGGESTED FOR ABOVE

A.A. degree from two-year college or two-year special program in a four-year college.

LIBRARY ASSOCIATE.................

SOCIAL WORK ASSOCIATE..........

TRAINING SUGGESTED FOR ABOVE

Both can be on work-study basis while working as an assistant

4) TEACHER-INTERN, such as:	Illustrative Functions
STUDENT TEACHER .... STUDENT HOME-SCHOOL COORDINATOR....................	Duties very similar to those of associate but with more involvement in diagnosis and planning
STUDENT COUNSELOR.................	

TRAINING SUGGESTED FOR ABOVE

B.A. or B.S. degree and enrollment in a college of teacher education or other institution which offers a program leading to certification

5) TEACHER

NOTE: An auxiliary can enter at any stage in the career ladder, depending upon his previous training and experience. He can cease training at the level at which he feels most comfortable. Upward mobility should be possible but not compulsory. The auxiliary's work should be treated with respect at each stage, so that he will have a sense of dignity and accomplishment, however far he may rise. Group and individual counseling should be available throughout both preservice and inservice training.

Sample Job Description: New Careers in San Francisco

A. Conventional Model

1. Elementary & Secondary
2. College
3. Field Work *
4. Credentialed Teacher

B. New Careers Model

1. Aide

   Operates audio-visual equipment, Monitors halls, lunchyards. Clerical duties, reads to children, individual tutoring. Education and on-the-job experience lead to -

2. Assistant

   Leads small discussions. Visits homes: To help with homework, to involve parents, prepare class materials. Education and on-the-job experience lead to -

3. ASSOCIATE

   Essentially the role of the teacher today. Education and on-the-job experience lead to -

4. CREDENTIALED TEACHER

   Consultant, Trainer, Deals with individual problems. Supervisor for non-professionals.

*(Field work comes so late students often don't discover whether they like teaching or have competence until last year.

The diagram shows the process of New Career development. The actual career "stages" with the specific tasks for each would be defined by the employing institution.)

Sample Job Descriptions: New Careers for the Poor

I. The Entry Position: AIDE

Possible Functions:

.Supervises recess and lunch hours

.Operates Audio-Visual equipment

.Assists children at home with homework

.Assumes the teacher's clerical functions

.Maintains supplies and special equipment

.Exercises control over a class or group while teacher gives instruction to individual children or small groups

.Reads to, or listens to oral reading by, students

Supplementary Education:

Basic and Remedial Education, as needed; High School Diploma or Equivalency Diploma: about two years

Credit for on-the-job activity and college credit courses for two years of college credit in about three years of part time study

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2. Intermediate Position: ASSISTANT

Possible Functions:

.Prepares material used in teaching and demonstrations

.Corrects homework

.Assists students at home in subjects which require special knowledge and competence

.Assists in teaching subject areas in which he is competent

.Performs other roles similar to that of university or college teaching assistants

Supplementary Education:

College courses to increase competence in subject areas or pedagogy

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3. Intermediate Position: ASSOCIATE

Possible Functions:

.Teaches, under direction of a Supervising Teacher

Supplementary Education:

Two years of combined teaching and course work (two years of field placement = 8 units; one course per semester for two years = 12 units; one summer school course = 4-6 units or total of 24-26 units)

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4. CERTIFIED TEACHER

Possible Functions:

.Delegates all functions requiring less than professional training and utilizes Auxiliaries fully

.Creates and redefines new role as professional teacher

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5. SUPERVISING TEACHER

Possible Functions:

.Supervises Auxiliaries and teachers in all professional and nonprofessional teaching duties

.Develops educational programs

Supplementary Education:

Obtains college faculty status; Receives special instruction in supervision of Auxiliary Education staff and Teachers

New Jobs in the Traditional School System

Using the job descriptions as the central focus for training puts a heavy burden on the Trainers:

.New jobs are created

.New functions never before performed are introduced

.There may not be anyone in the school system who has done the work, although the Trainers must train Auxiliaries for it

.Professionals may not know how to delegate

.New lines of authority may have to be followed

.New forms and paperwork may have to be used

.Schools with similar programs may not be near enough for frequent consultations

The Trainer can try to tie the training in closely with the operation of the Auxiliary program in such a way that the experiences of the training sessions are used to modify and feed into the job description. Whatever happens, the training system must remain flexible and in touch with classroom job placements so that training is tied to actual job performance rather than to job descriptions on paper.

There is usually a long distance between the listing of a job description on paper and its actual implementation in a particular school. Most job descriptions change radically as Auxiliaries work in their placements. When there is no change, one usually finds that the job description has been written so broadly as to mean very little in the first place. Whatever the state of the job description, the training program will have to work from the best one available - or only from the teachers' suggestions for assignments - Trainers can change the training as the job description is modified. All training should respond as flexibly as possible to the Auxiliaries' needs as they perform on the job, improving and strengthening the Auxiliaries' ability to handle each assignment and new situation.

PART V:

NEW CAREERS TRAINING TECHNIQUES

Overview

General Principles

Problem-Solving Discussions

Role Play

Four Step Method

Demonstration Techniques

Observation and Field Visits

Team Teaching

Joint Professional/Auxiliary Sessions

Overview

In this section, general principles and specific training techniques are suggested which NCTL Trainers have found useful. Each Trainer will be familiar with various techniques and less familiar with others.

> As suggested in Part II "Workshops for Trainers," Trainers can meet together as a group in order to pool the techniques they know and learn from each other if they-
>
> TRY OUT training techniques such as Role Play
>
> CONSULT with other Trainers and Consultants familiar with particular techniques
>
> PLAN which session topics can be presented better with which techniques
>
> DEVELOP new techniques or mixes of techniques

Until recently, when children in a class did not learn, little thought was given to the possibility that the teacher's techniques - rather than the child's intelligence or lack of diligence - may have contributed strongly to the failure. There was, in fact, little need to try to reach the school failures and potential "drop-outs." Students who failed in school could obtain less skilled jobs in agriculture and industry.

Many teaching methods were directed only at students who intended to complete high school and to enter skilled trades, business or the professions. In particular, urban and suburban schools developed few ways of reaching students from rural or laboring families, as they began moving to the cities in increasing numbers -white and black, Mexican and Puerto Rican from rural areas.

As a result of technological progress, however, more and more jobs require high school and college degrees. Fewer jobs are available for students who could not succeed in school. Moreover, groups whose main employment opportunity lay in unskilled maintenance and manual labor are demanding fuller participation in the free enterprise system - and the necessary education.

Many teachers, administrators and other professionals such as specialists in curriculum, mental and physical health, and psychology of learning have begun to re-evaluate their teaching teachniques and to search for ways of reaching and teaching every child.

The introduction of auxiliary personnel into the schools has strengthened such self-analysis, since professionals find they have to clarify their own goals and practices for themselves before they can interpret them to their helpers.

The principles and techniques suggested in the following pages include some of the results of an on-going investigation of the most effective ways to train these auxiliaries. Trainers in new programs for Education Auxiliaries will hopefully develop these techniques more fully and work out other techniques: the New Careers Training Laboratory would be interested in comments, suggestions and reports from these Trainers.

General Principles:

The Group As A Basic Training Support

The Trainer's strongest tool is the group of Education Auxiliaries itself. NCTL Trainers have attempted to build among the Auxiliaries group solidarity and the kind of strong supported base needed by uncertified workers in professional settings. The uses of the Auxiliary group are many -

- The Trainer can help individual Auxiliaries contribute the group's unity and spirit
- Auxiliaries as a group can support each member's increasing knowledge and strengths
- Within the shelter of the group structure, Auxiliaries can practice ways to handle problems, perform tasks and confront anxieties about the job
- Auxiliaries learn from each other informally, or through experiences shared during training sessions
- When members of the group support each other, they can suggest ways of coping with situations and point out weaknesses without destroying confidence
- As the Auxiliaries share and relate their life experiences to new school situations they become more confident about learning their new skills

.The Trainer can work from this concrete base of shared experiences to support attitudes which are relevant to job performance, to "train out" harmful attitudes, and to broaden the Auxiliaries' understanding of session topics.

·The group may continue after training and join with other groups of New Careerists in the human service fields to accelerate the Auxiliaries' own careers and changes they seek within the educational system

·Auxiliaries can meet as a group with professional educators, administrators or parent and community groups, supporting each other and sharing the job of communicating their ideas

.A group strengthens the special contributions and perspectives of Auxiliaries and reduces the possibility that individual Auxiliaries will merely adopt the outlook and styles of the professional staff

.A strong group morale, or "esprit de corps" can encourage open and informal discussion of issues related to their changed life circumstances

.The Trainer can stress the need for group cooperation at every point and encourage the Auxiliaries to help each other as problems arise; as each member helps another, he is himself helped in the process

.The group can provide its members with reinforcement, encouragement and resources for the development of new job skills, related values and educational skills

Development of Independence

Throughout the sessions, NCTL Trainers developed the ability of Auxiliaries to act independently as individuals and as a group - to ask questions, solve their own problems and make decisions for themselves with less and less dependence on the Trainer.

Action-Learning

An activity - rather than lecture - approach has been used, in which the Trainer involves Auxiliaries in doing, helping them:

- Act out job relationships in role play
- Try out tasks
- Observe tasks being performed in classrooms
- Learn theories and educational principles in the context of concrete, familiar examples
- Observe new information through charts, simulation techniques, films, and other demonstration techniques

Stating of Objectives

NCTL Trainers tried not to conduct sessions or assign observation visits without telling the Auxiliaries -

- .What the Trainer hoped the Auxiliaries would learn from the session
- .Why it was important and how it related to the Auxiliaries' job assignments
- .How much the Trainer expected them to learn in that session: complete master, general introduction, and so forth

On-The-Job Learning

Continuous and almost immediate initiation to meaningful - although at first limited - work in the classroom, and training on the basis of actual experiences, using materials found in the classrooms.

The Helper Principle

Whenever possible, the Trainer uses more experienced Auxiliaries to help train their less advanced colleagues - a benefit to the helper as well, who learns by teaching and improves his skills by training others.

Chain Reactions

If the Trainer can excite the Auxiliaries about the reasons for teaching various subject areas, the Auxiliaries may in turn motivate and interest the students.

Learning How To Learn

Because the available training time limits the amount of skills, information, discussions of relevant attitudes which can be introduced (not to mention perfected), NCTL Trainers emphasized learning techniques throughout their sessions. As Auxiliaries learned particular skills or information, they also were given the opportunity to consider how to learn similar skills or information on their own - individually or through voluntary group study.

Generalizations about how people learn can be developed by analyzing what happened in a previous training session. After Auxiliaries have learned a particular task, assignments can be made for Auxiliaries to try to teach themselves a similar task through questioning, observations, reading and team study.

Learning how people learn can support the Auxiliaries' study of how children learn, and conversely, as they acquire techniques for helping students study, they can also adapt some of the study habits for themselves.

- The Trainer can ask questions which help the Auxiliaries analyze their own group interactions as a way of studying group process

- Review how they learned a particular skill or solved a group problem as a way of identifying different teaching techniques and materials

Learning techniques often make the difference between a successful learner and a poor learner. Poor learners may confront unfamiliar or new problems with confusion, fear or shame at not understanding it, while the successful learner can identify what it is he does not understand and formulate questions which will extract the knowledge from a teacher, book or other resource. The ability to deal with new or unclear information will help the Auxiliaries learn on the job as well as in training sessions.

Adult-Oriented Training

NCTL Trainers looked for strengths and experiences among the Education Auxiliaries, developed as they grew up in and raised families in impoverished communities. The

Trainers respected the Auxiliaries as adults with many experiences and insights into human behavior which could be built on as the Trainers introduced new information and skills.

A typical strength among low income Auxiliaries was a knowledge of the community and the students' daily problems of survival. Experiences were shared by the Auxiliaries and the Trainer alike and related to educational problems and procedures which had to be understood -

- Experiences of raising children lead to insights into teaching techniques, child development and growth, and handling discipline problems
- Experiences dealing with welfare, public health, tax bureaus and other institutions and agencies provided a basis for thinking of ways to deal effectively with the school system
- Knowledge of church hierarchies, social club officers and other community structures lead to an introduction to the organization of the school system, reporting relationships and policies
- Familiarity with the community was used as a starting point for showing Auxiliaries that they already possessed information which could help them understand reasons for students' behavior or add practical applications to more abstract concepts taught in the classroom

Training Techniques:

Problem-Solving Discussions

Group discussions can be guided so that Auxiliaries together work out solutions or alternative approaches to problems. The problems may be actual ones encountered by individual Auxiliaries or problems which the Trainer wants to prepare the group to meet.

Through guided questioning, the Trainer can guide the discussion so that he -

- Strengthens the Auxiliaries independence as a group
- Introduces alternatives through questioning and brainstorming:

  (Before evaluating or rejecting any approach to the problem, the Auxiliaries try to list all possible - and some seemingly impossible, but ideal - solutions)

- Point out problems which the Trainer has observed by phrasing a question which assumes the problem exists

  (If some Auxiliaries have become contemptuous of members of the community who cannot express themselves in "professional" language the Trainer might begin a problem solving discussion with a question like "How can Auxiliaries use their special understanding of the community to bridge the communication gap between the school and the parents?")

The Trainer may have approaches he feels are the best solutions to a problem: he should present these openly and directly, rather than by trying to guide the Auxiliaries towards solutions or alternatives which he, the Trainer, personally prefers. The problem-solving session can deteriorate into a guessing game as the Auxiliaries try to come up with the "correct" answer rather than trying to think through the problem. The Trainer, also, will cut himself off from possible new insights or contributions which the Auxiliaries might make.

Role Play

Role Play, useful in many types of adult education situations, has special significance for the training of low income and undereducated adults. NCTL Trainers have found the technique congenial with the styles of most Education Auxiliaries, because Role Play can be -

- Action-oriented with a minimum of lecture
- Down to Earth
- Concrete rather than theoretical
- Focused on real problems, actual situations and relationships; not introspective
- Group-centered
- Game-like rather than test-oriented
- Easy, informal tempo
- Offer opportunity to work out theoretical and attitudinal problems physically in the context of an actual situation

Although Role Play can be unstructured, open and free - particularly when a problem is first set up, the Trainer can use it to teach very specific tasks, train attitudinal approaches and structure the session to help Auxiliaries review in detail alternate ways of accomplishing tasks or handling relationships.

The structuring of Role Play sessions is important: NCTL Trainers have found two common preferences among many Auxiliaries:

A style which includes humor, informality and warmth

Content which is structured, definite and specific

Trainers who are not familiar with conducting Role Play sessions with adults should practice running several sessions with other Trainers acting as Auxiliaries before they try the technique with Auxiliaries.

Because Role Play can be such a powerful tool in training Auxiliaries, detailed suggestions follow:

1. DETERMINE the aim of the Role Play—what the Trainer hopes to accomplish during the Role Play session.

2. ESTABLISH an atmosphere of ease and permissiveness among the group. This can be facilitated by engaging in light conversation with the group beforehand, or by

discussing resolved issues which occurred during the recent past. Initially, role playing may be introduced to the group without any identifying labels, For example, during a problem discussion the Trainer may casually ask a group member to "pretend that you're that person -- what would you say in that situation?"

3. Get the group to IDENTIFY and DEFINE the problem situation carefully and clearly. Begin with simple problems that are of common interest to the group, the Trainer assists the group by making the problem specific. If the group indicates they want to discuss an "Auxiliary's teacher-work problem" the Trainer asks, "What kind of problem? "Is the aide in an elementary school or junior high school, what is the supervisory teacher like?" The Trainer may begin to discover the things that interest and trouble various people within the group.

4. CHOOSE the persons to participate in the role play exercise and clearly define their roles. It is sometimes good not to choose the first person who volunteers to participate during the initial role-play exercises. This person may be the group member who is adept verbally and behaviorally. Thus, he may be capable of putting on convincing "acts" to gain attention or steer the course of the group. Also it is equally unwise to insist on participation initially from group members who are highly resistant. Encourage an easy, slow, informal atmosphere. The main goal is to get people involved in the role playing.

5. ASSIGN a concrete task to the observers. For example, the observers may be asked to note gestures and other physical movements that reveal what the players are feeling.

6. BEGIN actual role playing. Role playing requires the participants to act as though they were involved in a real life situation. Role playing differs from ordinary drama in that the participants are not required to memorize lines or to adhere to prepared scripts. Instead, they act out parts as though they were the real persons involved. The words and actions are provided by the role players according to their own interpretations of what they should be.

7. STOP the role playing when the appropriate point has been made or demonstrated. Role playing should be used sparingly. In role playing, once the drama begins, the Trainer must be especially alert to natural "breaks" occurring during the role play. A role play exercise that is allowed to drag out to the point of inanity or ridiculousness becomes a futile exercise which may even be boring to the participants and observers. If the Trainer feels that the players are not clear in their understanding of the described situation, and appear to be fumbling, he should then stop the role plan and discuss with the group the reasons for the miscommunication.

8. GUIDE the group discussion and evaluation after the session is finished. For example, if the session was intended to teach a skill, then the group may discuss the skill and evaluate its effectiveness. A careful analysis of actions and emotions should follow the role play exercise. The results may give insights not easily available in any other way.

The Four Step Method

Many students, and undereducated adults in particular, learn better by "doing" than by reading about a subject or listening to a lecture. Role Play techniques are one of the best ways to train adults in this way. Another useful and highly effective technique is a four step method:

1. Explain each step that will be demonstrated
2. Demonstrate each step
3. Have Auxiliaries try-out each step until they can perform the task from beginning to end independently
4. Review each step and ways to perform each step with high quality

When this method is combined with simulation techniques:

1. Set up materials and equipment to simulate the same situation the Auxiliaries will find on the job
2. Demonstrate and have Auxiliaries try-out each task or activity as described above

When the four step method is incorporated into on-the-job training:

1. The teacher demonstrates a task while the Auxiliary observes
2. If possible, the Auxiliary tries out each step with the teacher or more advanced Auxiliary observing and helping

   or

   the teacher assigns parts of the task for the Auxiliary to help perform until he has learned the complete task through observation or inservice training

Demonstration Techniques

Specific tasks are best demonstrated as described above, giving the Auxiliaries the opportunity to try out each step. Educational concepts and theories, techniques which are difficult to demonstrate, descriptions of relevant attitudes and information about the school system and its procedures can be demonstrated through the use of:

.job-related concrete examples

.films and slides

.charts and opaque projector slides

.case studies of students, Auxiliaries or teachers

Observations and Field Visits

An observation - like a picture - is worth a thousand words. Observations and field visits can be made to:

classrooms

playgrounds

PTA and community meetings

Teaching Staff Meetings

School Board and Community Advisory Board meetings

Recreational, Health and other resources in the school district - in both middle and lower income neighborhoods

The full effect of observations can be wasted, however, if the Trainer does not structure the visit as carefully as he would a regular training session.

Suggestions-

1. PREPARE the Auxiliaries for

   -what will be seen
   -what to look for
   -how the observations relate to job assignments and problems
   -how to reach the place

2. VISIT the observation site

   -meet with personnel previously informed about the purpose of the visit and contributions the "hosts" can make in discussions or demonstrations

3. FOLLOW-UP with group discussions

   -compare observations
   -try out new techniques observed
   -role play alternative ways to handle situations other than those observed

EXAMPLE: Field Trip to a Library to Gather Information

1.
The Trainer engages the group in a discussion before the trip on three basic research components:

- a. the value of a systematic approach to studious inquiry
- b. accumulation of information
- c. evaluation

The group discusses several major areas of inquiry into the field of education. Agreement is reached on assignment of topics through group decision-making processes. Topics may be taken from actual Auxiliaries' classroom work.

2.
The group goes to a local library and Auxiliaries - working alone or in teams - locate reference materials, research the information, write a summary of their findings and report back to the group.

3.
The group evaluates the results and begins to build individual resource files for future reference.

NOTE: The Trainer does not send the group to the library until he has explained the purpose of the assignment in terms of principles of research and evaluation.

EXAMPLE: Field Trip to a School

1.
Before the trip, the Trainer discusses with the group some of the objectives-

- a. to see the physical facilities of the school
- b. to observe certain aspects of the teacher's interaction with the pupils
- c. to observe the Auxiliaries' own reactions to the school, the teachers and the students
- d. to compare the Auxiliaries' own feelings about the school experience today with their past school experiences

2.
The group goes on the trip, meeting with administrators and teachers who have been previously prepared

3.
A follow-up discussion is held to compare observations and feelings

Team Teaching

A traditional method of teaching has been that of one teacher facing rows of students and lecturing (with chalkboard illustrations) and questioning (usually for specific not open-ended answers). A new leadership role is emerging for teachers as they learn to coordinate the contributions of other adults - the Education Auxiliaries - in the classroom: that of team leader.

EXAMPLE: Team Teaching in the Classroom

.The "teacher-leader" analyzes the learning and emotional needs of the students

.He brings together all available resources - professionals and paraprofessionals, human and material - to meet those needs

.He adapts team teaching techniques to involve children in teaching other children, using the "Helper Principle" and peer learning

.The teacher is responsible and accountable for seeing that learning takes place in the classroom

The Trainer can also use team-teaching methods by drawing on the support of more advanced Auxiliaries, specialty Trainers or consultants, and teachers themselves as he conducts his preservice and inservice training sessions. The Trainer assesses the Auxiliaries needs, plans the session topic and general techniques to be used and then brings in other members of the training team, depending on the topic. The Trainer should guide the members of the team into asking "What does the Auxiliary need?" and "Which of us will best help the Auxiliary?"

Follow-up discussions with the Auxiliaries can analyze the technique of team-teaching and lead into a study of team teaching in the classrooms.

Joint Professional/Auxiliary Sessions

Professionals can learn from Auxiliaries, and all can learn from cross-training and cross-socialization in joint sessions.

Joint sessions between administrators and/or teachers and other school professionals with the Auxiliaries can produce a highly valuable exchange of knowledge, life experience and outlooks towards education. The sessions can introduce the Auxiliaries to many of the expectations the professionals have for the position of Education Auxiliary. Follow-up discussions can cover ways of working with the professionals so that the students' needs are met and educational services improved. Joint sessions can take place frequently during preservice and inservice training in:

-seminars or panel discussions

-joint training sessions in which all participants work together on a problem

-informal coffee hours

The Trainer should prepare both the professionals and the Auxiliaries for the sessions by discussing the general purpose, the particular topic and contributions which individuals in both groups might make.

Structured training of professional/auxiliary teams and/or orientation of the administrators and teachers with who the Auxiliaries will be working have been found very useful. If the Trainer is involved in such sessions, he can give the participants opportunities to express resistance to the program openly, duscussing possible ways to resolve conflicts.

EXAMPLE: Joint Session

> An NCTL Trainer held a joint session on behavior patterns among students that the teachers considered undesirable in order to find out what insights the Auxiliaries might contribute
>
> A teacher described one of her Puerto Rican students as "disrespectful" because he averted his eyes when she reprimanded him. A Puerto Rican Auxiliary was able to point out that such behavior was, in fact, a sign of respect from a child in her culture

PART VI

THE TRAINING CURRICULUM

Overview

Specific Job Tasks

System Know-How

Relevant Attitudes

Human Service Skills

Career-Oriented Education

Support Services

Sample Training Schedules

OVERVIEW

In this section, the six basic components of the training curriculum are described, experiences of Trainers in the New Careers Training Lab are presented and suggestions made concerning:

.Planning the sessions

.Selecting content for each session

.Setting clear, concrete objectives for each session

.Applying training techniques

Trainers develop sessions in the training areas outlined in Diagram #4

DIAGRAM #4: Training Areas

EDUCATION AUXILIARY

SPECIFIC JOB TASKS

- .What tasks should the Auxiliary learn by Day I? by the end of the third month? by the end of the sixth month?

RELEVANT ATTITUDES

- .What approaches to situations, relationships with professionals, and school policies and procedures will enable the Auxiliaries to strengthen and improve educational services?

SYSTEM KNOW-HOW

- .What should the Auxiliary know about the school system to help him effect educational change?

CAREER-ORIENTED EDUCATION

- .What supplementary basic education? high school? equivalency? college courses? teacher-training courses?

SUPPORT SERVICES

- .Where can the Auxiliary be referred for legal, financial, health, counseling services? transportation and baby-sitting pools? study groups?
- .What unions, organizations or associations will strengthen the Auxiliaries' role as potential change-agents?

HUMAN SERVICE SKILLS

- .What general skills and knowledge will improve the Auxiliary's performance on his job placement and give him the opportunity to transfer to other human services professions?

SPECIFIC JOB TASKS

What specific job tasks should the Trainer prepare the Auxiliaries to perform -

1. When they begin work on Day 1?
2. By the end of the first three months of work?
3. By the end of the first six months of work?

Which tasks can be developed on-the-job under supervision of the classroom teacher or other professional?

Which tasks will make the Auxiliary feel confident on his first day of work, help him relate easily to the professional teacher and establish his role in the eyes of the students ?as the teacher's assistant rather than as the classroom maid or janitor?

Planning

The Trainer can begin to answer the above questions and plan individual pre-service and inservice sessions by -

.Reviewing job descriptions (See Section III)

.Meeting with teachers, administrators and other school professionals to learn their suggestions for useful tasks

- What percentage of sessions in preservice training can be devoted to specific job tasks? In inservice sessions?

- Can other Trainers or subject area specialists help the Trainer present tasks with which he is less familiar?

The job descriptions for the Auxiliaries can serve as a basis for planning which tasks to teach in which sessions. A complete job description will break the Auxiliaries' tasks into initial, simpler tasks and responsibilities which are more complex and which will be assigned after specific work experience or inservice training sessions.

The reality common to many rapidly developing programs, however, is that Auxiliaries are hired before their jobs have been fully clarified. When this is the case, the Trainer should be ready to conduct preservice and possibly several inservice sessions without specific guidelines as to the actual tasks that will be assigned to the Auxiliaries. The Trainer may even find himself providing the program's administrators and teachers with technical assistance in describing Auxiliaries' jobs and related tasks at the same time that he is training the Auxiliaries to perform those tasks. The Trainer should try to provide the Auxiliaries with a few useful tasks needed in most classrooms at the grade levels to which the Auxiliaries will be assigned and try to give the Auxiliaries a realistic picture of the types of jobs they will do.

Session Content

The purpose of the training program is to prepare Education Auxiliaries to be of immediate and valuable assistance to the teachers: specific tasks for the Auxiliaries to learn should be selected to reflect

1. Those tasks which the teacher considers most useful to improve education in his classroom

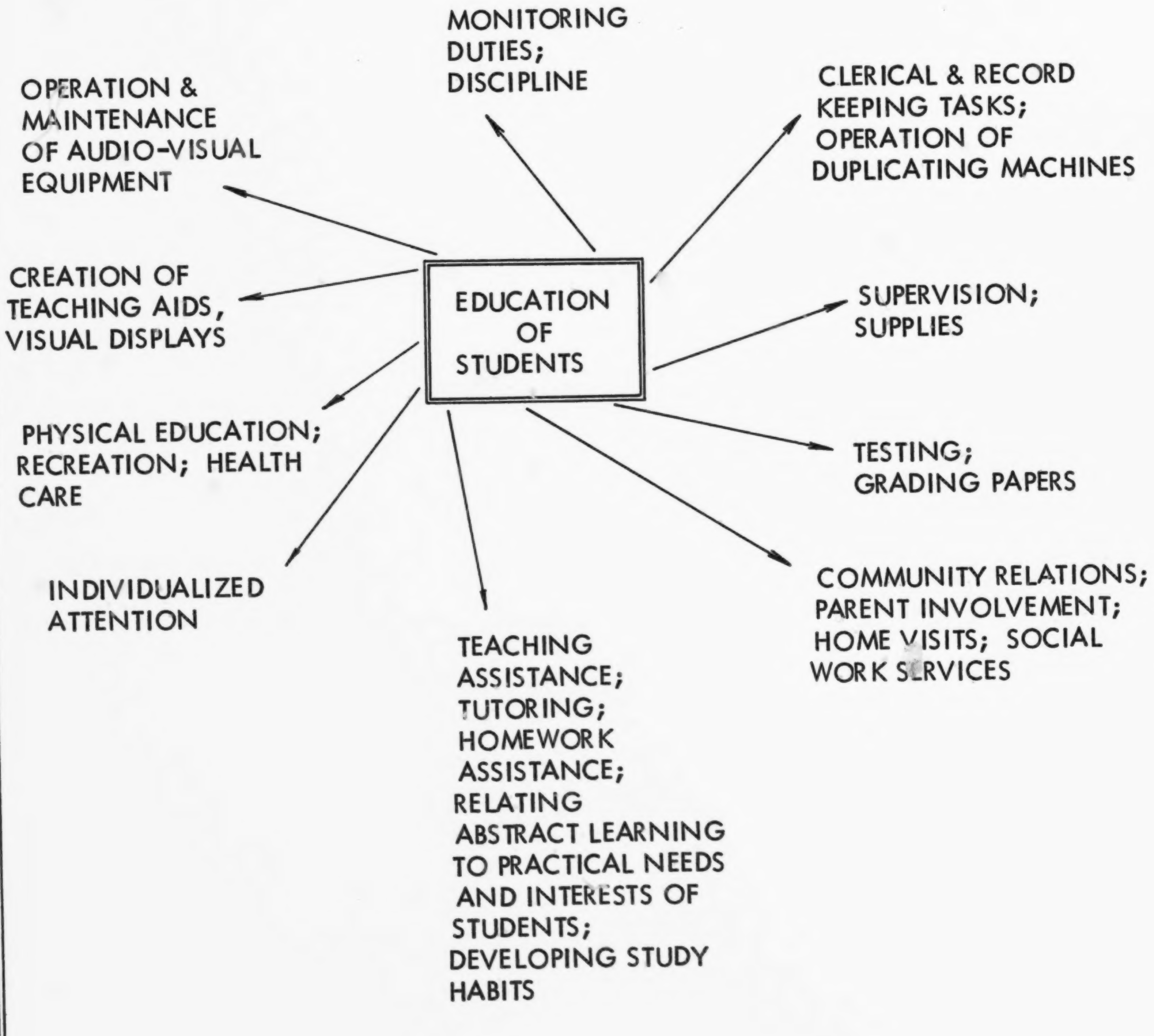
2. Those tasks which will utilize the Auxiliaries' increasing skills most fully

In Part IV job descriptions for Education Auxiliaries at various levels of experience are suggested. More specific tasks are suggested below. The Trainer should be flexible enough to change his plans and teach new tasks or review tasks developed in previous sessions in response to the Auxiliaries' performance in their job assignments.

The following suggestions, developed in the T.A.P. (Teacher Aide Program) in Washington, D. C. and by the Bank Street College of Education, can be used as a checklist and discussion-stimulator when the Trainer interviews teachers and administrators to find out what tasks they consider most useful. Many of the tasks listed below can be introduced and improved as more general human service skills are developed.

Diagram #5 illustrates general categories of tasks which Auxiliaries have performed. In each category, the skills required for performing each task range from simple to highly professional. All these categories are involved in the education of students and, without the assistance of Auxiliaries, can sometimes occupy too much of the professional's time. In addition to relieving teachers, counselors and other professionals of less skilled duties, the Auxiliaries can make many useful contributions to the teaching process itself.

DIAGRAM #5: Specific Tasks Performed by Auxiliaries


EDUCATION OF STUDENTS
MONITORING DUTIES; DISCIPLINE
CLERICAL & RECORD KEEPING TASKS; OPERATION OF DUPLICATING MACHINES
SUPERVISION; SUPPLIES
TESTING; GRADING PAPERS
COMMUNITY RELATIONS; PARENT INVOLVEMENT; HOME VISITS; SOCIAL WORK SERVICES
TEACHING ASSISTANCE; TUTORING; HOMEWORK ASSISTANCE; RELATING ABSTRACT LEARNING TO PRACTICAL NEEDS AND INTERESTS OF STUDENTS; DEVELOPING STUDY HABITS
INDIVIDUALIZED ATTENTION
PHYSICAL EDUCATION; RECREATION; HEALTH CARE
CREATION OF TEACHING AIDS, VISUAL DISPLAYS
OPERATION & MAINTENANCE OF AUDIO-VISUAL EQUIPMENT

Clerical, Record Keeping & Classroom Management Tasks

Auxiliaries can learn to -

- .Keep health, testing, attendance records
- .Operate and maintain audio-visual equipment
- .Run duplicating machines
- .File and catalog materials
- .Get classroom ready for the next day
- .Check and maintain supplies
- .Plan and make contacts for field trips
- .Perform housekeeping duties
- .Check playground and other equipment for safety
- .Create bulletin board displays
- .Prepare collections, slides
- .Administer programmed instruction materials

Monitoring and Discipline

.Monitor lunchroom, halls, playground

.Enforces safety rules

.Supervise children when teacher leaves room

.Takes charge of students on trips, buses, outings

.Handle behavior problems constructively

.Recognize normal behavior at each age level

Individualized Attention and Group Management

.Give individual attention to all children

.Listen to children tell a story or describe an experience

.Give a child the chance to show he can do something well

.Encourage children to help each other; teach each other

.Observe and report individual needs to teacher

.Take charge of a small group which is working on a special project

.Interest a restless student in some of the available activities

.Talk quietly to a student who is upset

.Help children learn to share

.Work individually with a student who is too upset to remain in classroom and is sent to a counselor

Community and Family Contacts

- .Make home visits
- .Participate in PTA meetings
- .Welcome parents of children who are new to the school
- .Report to the counselor problems observed in home visits so that the child can be helped: maintain confidentiality on personal issues
- .Take children to their homes when they become ill
- .Talk with parents of children who have been absent
- .Present school goals to community education groups
- .Articulate community suggestions for educational improvements
- .Help plan and organize parent meetings
- .Talk with parents to find out how they feel about the school
- .Help parents understand how children learn and grow; relate this to children's homework
- .Help recruit and register children into a preschool program
- .Answer calls of parents and give them information or refer them to the proper source
- .Locate and contact community resources

Subject Areas

.Write cursive and manuscript writing

.Explain use of dictionary to children

.Create flash cards with correct size, shape, spacing and slant

.Tell several stories, using interesting story-telling techniques and following the story with conversation about the story

.Listen to children

.Understand the importance of encouraging children to speak about their experiences and to listen to each other

.Converse with children

.Use textbooks, workbooks, programs in classrooms

.Understand terms used by teacher

.Use remedial reading materials

.Help children use math materials

.Understand new math techniques used and show this by explaining assignements to students

.Use and maintain materials, care for plants, animals in science

.Helps children read maps, graphs and tables

.Helps a student look up information in a book

Music:
.Lead several songs, rhythm games

Art:

.Understand importance of self-expression

.Encourage children's attempts

.Mix paints

.Use and care for materials and supplies

Recreation:

.Lead several group games

.Understand importance of recreation for physical health and social growth

.Follow safety precautions

.Help students improve special skills

.Tutor or help with homework

Objectives

The Auxiliaries will learn most tasks as they try them out on the job. Because time is limited in the training sessions, the Trainer should try to set clear, concrete and realistic objectives for each session. He should be able to present these objectives to the Auxiliaries before each session so that they know how much they are expected to learn in the session. The following question may be helpful:

> What will the Auxiliaries be able to do at the end of this session that will show me how well they learned the task?

In some sessions, a task may be merely introduced: the Auxiliaries should know they are not expected to master it at that time. In other sessions, particularly in preservice training, the Trainer may want the Auxiliaries to learn how to perform a task thoroughly so that they can use it on the job.

Preservice Sessions

Although the Trainer, and in many cases the professional teacher will be teaching the Auxiliaries to perform specific tasks in the context of their day-to-day work, some specific job tasks can be taught during the preservice sessions with the following objectives:

a. to provide the Auxiliary with a few useful tasks to perform during the first week, e.g. taking roll; operating audio-visual equipment

b. to introduce the Auxiliary to the types of tasks he will be learning throughout the year, e.g. story telling; leading group games; helping students with homework

Inservice Sessions

Specific job tasks can be taught by the Trainer in inservice sessions with the following general objectives:

a. to teach the Auxiliary tasks which the classroom teacher does not have time to explain

b. to increase the Auxiliary's skills and prepare him to take on more responsibilities, to receive a promotion in the "career ladder" or to increase his salary

c. to help the Auxiliary deal with specific classroom problems which specific tasks may help him overcome

> e.g. If students do not respect the Auxiliary as a teacher, but instead considers him merely a maintenance worker, the Trainer with the help of the teacher, can teach the Auxiliary how to teach a lesson on a particular subject.

Training Techniques

Specific tasks can be best developed through use of the following techniques described in Section (IV) under "New Careers Training Techniques":

.The Four Step Method

.Role Play

.Observation and Field Visits

EXAMPLE: Observations

An NCTL Trainer sent his Auxiliaries to observe a story-telling session at a children's library. He told them to watch children's reactions and involvement in the story.

The observation visit was followed by a discussion in which the Trainer directed the Auxiliaries' attention to various techniques and implications of story-telling by asking -

.What do you remember about the story?

.What do you remember about the story-teller?

.What held the children's attention?.....or didn't?

.What do you think makes a good story-teller?

EXAMPLE: Role Play

The same Trainer in the example above, followed the discussion with a role play session. The Trainer told the same story several ways using different facial expressions, tones of voice and elaborations.

Each Auxiliary then told a different story to a small group of Auxiliaries acting as children. The Trainer gave some of the Auxiliaries specific roles as children, including the inattentive listener, the child who wants to talk, two children who begin fighting to get closer to the story-teller and so forth.

The Trainer conducted a discussion of the role plays which brought out how each "player" felt, what problems he encountered in trying to act his part, why he thinks a child might act certain ways, and what he learned about good story-telling techniques. The Auxiliaries compared several story-telling techniques which were all "good" but more applicable to some situations with children than others.

EXAMPLE: Learning How To Learn

An NCTL Trainer with extremely limited time available for his training sessions with Auxiliaries, conducted a session on operation of a 16mm projector, using the four step method.

After the Auxiliaries were able to run the projector independently, the Trainer asked the group to spend time during the next week trying to teach themselves how to operate a slide projector. The Trainer discussed the kinds of observations the Auxiliaries would have to make if the classroom teachers or Audio-Visual specialists demonstrated the use of the projector. He also mentioned, but did not assign, other books and resources where the Auxiliaries could find directions. He told them they could work in teams or independently.

When they met again, the Trainer held a discussion in which each Auxiliary added one direction he had learned to a chart of steps to take in operating a slide projector. The group demonstrated how much they had learned to do and discussed techniques of "learning how to learn." In this way, the Trainer not only taught a specific task such as operation of a motion picture projector, but also strengthened the Auxiliaries' ability to instruct themselves to do similar tasks.

SYSTEM KNOW-HOW

If the Auxiliary is to understand the significance of his role in helping the school improve its services to the students and to the community, he needs a basic familiarity with the school system: howit is administered, what its functions are, and what its relations with the community at large appear to be. All rules and regulations which affect the Auxiliaries should be given verbally and in writing at the start of the training program, but some should be stressed more than others.

Planning

As the Trainer selects content for the preservice sessions, he can look at his particular school system with the following questions in mind, discussing them when possible with teachers and administrators:

a. What are the policies or procedures which most members of the school administration feel are of utmost importance for the Auxiliaries to understand and follow when they begin work in the school on Day I?

b. Are there policies and procedures which the teachers feel would be helpful to classroom order if the Auxiliaries know and follow when they enter the classroom?

c. Do some of the teachers or administration members still have apprehensions about Auxiliaries in the classrooms? If so, what kinds of behavior or attitudes do they most fear? What "joint sessions" between school personnel and Auxiliaries help the Trainer prepare both groups?

d. If the Auxiliaries live in the school district, what general relationship has existed between the school and low-income residents in the district? Has it been, in general, the kind of relationship that is likely to foster understanding and identification on the part of entering Auxiliaries, or are distrust and resentment more likely to occur when school rules and regulations are brought up?

The above questions may help the Trainer select some general policies and procedures which the administration and teachers hold important.

Once he has enough information, the Trainer must plan content and methods for preservice sessions in which he will introduce the school system to the Auxiliaries and describe policies and procedures that should be understood before entering the school. It is the Trainer's function to help Auxiliaries learn which procedures affect them, which do not, and which have been modified for them and why. Underlying traditions and customs of the school system - particularly unspoken ones which the Auxiliaries may not be aware of - should also be explained.

Session Content

The following aspects of System Know-How can be used for the content of preservice and inservice sessions, depending on the particular needs of the school system:

General School Regulations:

- -Reporting to Work
- -Reporting Lateness
- -Absences
- -Departing from Work
- -Channels for Communication and Authority
- -Request for Supplies
- -Supervisory Channels
- -Special Forms and Records
- -Safety Rules
- -Fire Laws and Drills
- -Pay Periods
- -Facilities (Lunchroom, Library, Medical Services, etc.)
- -Custodial and Maintenance Practices
- -Uses of Memorandums

Supportive Services:

- -Employee benefits
- -Unions and Professional Associations
- -Advanced Training
- -Certification Programs
- -Counselling
- -Medical Services

The Role of the Paraprofessional:

- -How the Paraprofessional Program fits into the total school system
- -Aims of the Program; Goals of the School
- -Where Paraprofessionals stand in the teaching hierarchy
- -Career Advancement Possibilities
- -Job Description and the Auxiliaries responsibilities
- -Paraprofessional's relation to administrators, teachers, children, community and each other
- -Confidentiality and other Policies
- -Paraprofessional as a bridge between pupils and school, school and community, teachers and parents
- -Possible Confusions by Teachers About the Role of the Paraprofessional
- -The Teacher and Paraprofessional as partners
- -Paraprofessional's role as improving education of pupils and community relations; importance of following teacher's requests
- -How and why Paraprofessional must adapt to the teacher's requests
- -How to handle conflicts with supervising teacher

The Changing School:

- -Customs and Traditions of the School System
- -Variations Among School Systems
- -How Auxiliaries contribute to Changes in the Schools at Present; In Future

-Factors which bring about change, such as mass media, community pressures, unions
-Effective methods of group pressure
-Possible Connections of Auxiliaries with unions or associations; relevance of these organizations to Paraprofessionals' goals
-The relationship of school procedures, reporting channels and administrative policies to educational change

Objectives

The sessions on System Know-How teach the Auxiliaries about the set-up of the school system and the reasons for its particular customs, policies and procedures. Sessions on Relevant Attitudes deal with the Auxiliaries feelings about the system and their behavior within it.

In all discussions about the school system, the Trainer needs to emphasize that the Auxiliary is in partnership with the professional teacher in order to improve the quality of education offered the students and develop an operating rapport between the school and its communities.

The Trainer can keep his sessions on System Know-How to a clear, specific objective by asking himself the following question when he plans each session:

> At the end of this session, what information will the Auxiliaries be able to state about the school system if asked by a fellow Auxiliary, a parent or a resident of the school district?

Training Techniques

Adult-Oriented Training

Example #1

When some Auxiliaries have worked within the school system previously, the Trainer can involve them with their contribution of concrete examples of the system as they perceive its functioning. A Trainer can help the group exchange experiences in dealing with other public agencies such as the Department of Motor Vehicles, the Health Department, the Post Office or the Welfare Department. As they discuss what happened to them (sometimes as clients, sometimes as employees), trainees can begin to identify those characteristics common to all functioning bureaucracies, e.g. division of labor, hierarchy of authority and responsibility, centralization, advancement by merit and so forth.

Auxiliaries will also, undoubtedly, cite their frustrating struggles with various manifestations of red tape. They will express confusion, anger, sometimes helplessnes. But as the Trainer helps them to know more about human service agencies, Auxiliaries may understand better how "dysfunction" can occur and bring their own insights into possible changes which would improve the educational system.

By discussing these experiences and by relating some of these perceptions to the school system which employe the Auxiliaries, the Trainer can involve the Auxiliaries in such questions as:

> how does the educational system effect teachers, parents, students and communities?
>
> how do each of these groups perceive the system?
>
> are there changes which could improve the service?

Example #2

A discussion about desirable changes in the system might well lead into a clarification of the significance of the Paraprofessional Program as one means for effecting change in education. Paraprofessionals can begin to see that their group may help reduce the impersonality of the education system, improve the efficiency of teachers, and make a two-way communication possible between the school and its community. Paraprofessionals should be helped to realize their significance as a group. This in turn, will reinforce their feelings of individual self-worth and their effectiveness on the job.

Example #3

The Trainer can also initiate a group discussion of the Paraprofessionals own experience with organizational structures of their churches, their social or political groups or of previous employers. In these discussions, the Trainer can point out how the chains of command are organized in these institutions which are known to the paraprofessionals and then compare or contrast them to lines of authority in the school system. Using a chalkboard, the Trainer can chart key relationships. Aides should then be helped to create individual charts illustrating the relationship of their own positions to the school system. The Trainer can elicit descriptions by the Paraprofessionals of various organizational systems with questions such as:

- To whom are you immediately responsible?
- Who is that person's supervisor?
- Who has final authority?
- What are some of the informal key positions within the school or other institutions? (e.g. custodian, school secretary, nurse, etc.)
- Why are they important?
- How do things get done and by whom?

Variations in policies and procedures from school to school can also be discussed at this point, including policies towards dress, lateness, quiet in the halls and so forth.

Role Play

The reasons for policies and procedures can often be understood through role play. Auxiliaries can take the role of administrators faced with the problem of late teachers and hundreds of pupils running around unmanaged, or similar situations which show the results of no rules and regulations. The Auxiliaries may create rules to cope with the situations which are similar to the actual rules in use in the school.

Example #1

During an inservice training session with Auxiliaries already on the job, a Trainer used role play techniques after he learned that a teacher was assigning one Auxiliary to instruct the children in reading and mathematics for large blocks of time. The Auxiliary possessing no more than a sixth grade education, was terrified of the assignment yet fearful of telling the teacher.

The Trainer initiated a group role play around this experience so that the group could help the paraprofessional develop a technique for approaching the teacher about the problem. At a later session, the Paraprofessional was able to report that the teacher, mistakenly having thought her to be a student teacher, had welcomed being correctly informed about her status and skills.

Problem-Solving Discussions

Paraprofessionals need to understand that as they themselves are experiencing occupational and socio-economic change, they are also changing the existing school system as they perform their duties in the classroom, with the pupils, with the community and with their professional colleagues. Discussions in training sessions can center around problems such as:

-What would you like to change in the school?
-How can you do this within the system?
-What is the role of the union in making changes?
-What is the role of the professional association?

The Trainer can use newspaper articles, assign television programs which can be viewed by the group, invite guest speakers who are knowledgeable about community problems in relation to the school and education in general, and use films for group viewing.

Joint Seminars

The Trainer may find it useful to invite teachers and administrators to some of the sessions on System Know-How, in which they can develop some initial knowledge of each other's interests, working styles and ways of handling the system. The Trainer can particularly assist the teacher and the Paraprofessional in these sessions to understand each other's role, if the Paraprofessional is helped with a tactful approach to the teacher and if the latter is helped to feel sufficiently comfortable to explain the reasons for his or her approach. It is the cooperation of both the Paraprofessional and the teacher which will benefit the students, the school system and the community.

Observation and Field Visits

The Trainer may want to take the Paraprofessionals on a field trip to observe various organizations and schools. Before the trip, Paraprofessionals can compare their observations. Attendance by the group at community meetings and other events related to education might be useful in showing some of the problems between school and community if followed by discussions about how the Paraprofessionals might help strenghthen communications.

RELEVANT ATTITUDES

What attitudes are relevant to the Auxiliaries' ability to improve the educational services of a school and to function as "change-agents"? NCTL Trainers have found sessions useful in which the Education Auxiliaries are made aware of the attitudes - and actions - which will enable them to:

- survive in the system
- relate to the professionals
- educate students better
- change and improve the system
- advance in their careers

Auxiliaries develop relevant attitudes best when they are confident in their ability to perform specific, useful tasks in the classroom and when they are familiar with the customs and policies of their particular school. Trainers can strengthen attitudes among the Auxiliaries towards education and the school system which will help them improve the school's services. Each session should be planned thoroughly although the Trainer should remain responsive to the day-to-day situations which the Auxiliaries confront. Whenever possible, these specific problems can be incorporated into the general purpose of each session on relevant attitudes. The tendency to try to change the Auxiliaries' attitudes and opinions so that they conform to attitudes typical of professional educators should be avoided: many of the Auxiliaries' attitudes towards educational methods and programs may be among their greatest contributions to the improvement of the educational process. Abstract and academic approaches may be made more practical and meaningful, or relationships between teachers and students may be strengthened if the professionals respect and listen to the Auxiliaries' new, possibly different, points of view, opinions and insights. The Trainer can conduct sessions which help Auxiliaries express their feelings constructively in ways which will improve the school system's programs and policies.

In the following pages, topics are listed which may form the basis of an entire session or merely a brief discussion, depending on the particular needs of the Auxiliaries.

The Auxiliary and the Professionals

- How to accept the teacher's prime responsibility as the leader of the team without becoming subservient
- How to ask the teacher to explain methods
- How to observe and develop insights into the teacher's working style
- Ways to show willingness to perform required tasks
- Awareness of the teacher's possible unfamiliarity with assigning tasks or correcting the Auxiliary's performance constructively
- How to handle the teacher's criticisms of one's work
- When to offer help on non-assigned tasks
- The possibility of personality conflicts with the teacher and ways to handle the conflicts
- Can lessons ever be interrupted
- How to distinguish between different personal styles of effective teaching and poor teaching methods
- Respect for the contributions of the Auxiliary and the teacher as a team with different responsibilities

Example: Possible Contributions by the Auxiliary

Makes more individual attention possible

Makes more small groupings and a wider range of activities possible in crowded classrooms

Interprets the unfamiliar world of the school and some aspects of the teacher's behavior to children from backgrounds similar to the Auxiliaries

Shows, by his presence in the classroom, that people from low-income or minority communities can "make it"

Interprets the school to the parents, the parents' concerns to the school and helps improve understanding and communication

Contacts the community through his knowledge of its official and unofficial leaders

Interprets to the teacher the survival choices often necessary for families living on welfare budgets to make, or the special problems faced by a child whose parents both work and who must fend for himself

Shows children how to apply abstract learning, such as adding, to practical problems, such as shopping at the local soda shop

Relieves teacher of non-instructional duties so that more teaching takes place

Example: Contributions by the Teacher

Pedagogic skills: teachers have been trained to understand what is involved in the learning process, how learning takes place and how individual children learn best

Dynamics of child development: teachers learn what behavior to expect from normal children of every school age, and more recently, from various cultural groups

Knowledge of institutions: teachers know the structure and functions of the school and other major service institutions which may affect community residents

Familiarity with broader aspects of American life: teachers can often explain the social, economic, and political forces which affect the nation and cultural groups within the nation

The Auxiliary and the Students

.How to handle student "testing"of the Auxiliary's attitude towards them, to find out how far they can go and to try to play him off against the teacher

.Understanding motivations for student behaviors

.Danger of siding with students against teacher

.How loss of control (e.g. engaging in name-calling with students) damages the Auxiliaries authority and effectiveness

.Handling the possibility of the teacher's fear about losing contact with the students

.Respecting students' comments, fears and needs

.Developing individual styles and methods for bringing his knowledge of community to classroom learning such as reading street signs, calculating bills at local stores, etc.

.Respecting cultural differences among children, bringing reasons for behavior to attention of teacher

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The Auxiliary and the Administration

.Work habits and their importance to school administration

.How to suggest educational improvements

.How to register complaints

.How to evaluate the speed and effectiveness of the career advancement program of training, promotions and increments

.Administration's respect of confidential reports from Auxiliaires about the community

---

The Auxiliary and the Community

.Dual role as school representative in community and community representative in school

.How to deal with accusations by the community of "selling out" or becoming too distant

.How to listen to parents' and community complaints and develop constructive suggestions for educational change

.(If Auxiliary is from a different community)
How to get to know the community which the school services, and understand reasons for parents' attitudes towards the school

.Confidentiality: about school matters, children's performance and family problems

---

The Auxiliary's Attitude Towards Professionalism

- What is good professional practice in teaching

- How students gain by good professional practice

- Understanding reasons for the Auxiliaries' own anti-professional attitudes, if any

- How the Auxiliaries' experiences as students themselves may be affecting their present attitudes towards professionals, positively or negatively

- Examining real weaknesses in professional competence and discussing how the Educational Auxiliaries can or cannot help improve these areas

- What makes a good teacher

The Auxiliary's Attitude Towards Professionalism

What goes into good professional practice

Example: Some Aspects of Professionalism

Respect for the children being taught

Ability to explain procedures carefully avoiding arbitrary statements of rules

Regarding of oneself as an ongoing learner, not as a final repository of knowledge

Keeping oneself open-minded and aware of new techniques of teaching

Keeping in touch with new programs in the profession

Enriching the subjects one teaches by drawing upon broad backgrounds of general culture

Stay aware of current trends and events which can be woven into subject matter to make it lively and valuable

The Auxiliary's Attitudes Towards Career Advancement

.How to learn "on-the 'job" and plan one's own career development

.Ways to evaluate one's own performance

.How to use the school administration, professional associations, teacher's unions, organizations of New Careerists or Educational Auxiliaries to ensure career advancement

.Work style, work habits and their affect on career advancement and the Auxiliaries' ability to improve education

.Job Getting Skills: and transfers from education to other fields of Human Service

.Reasons for choosing to continue up the career ladder to gain more responsibilities, certification, degrees and teaching qualifications

The Auxiliary's Attitude Towards Educational Change

.Types of changes and improvements the Auxiliaries would like to see

.Constructive uses of anger versus self-destructive actions

.How organizations of Educational Auxiliaries and New Careerists in general can influence institutional change and improvement

.How the very fact that a school system has a New Careers position for Education Auxiliaries represents change

.In what ways the school system recognizes its need for improvement of services to students and the community when the Education Auxiliaries were hired

.How to make the needs of children more important than the needs of adults for personal achievement and recognition

.Concepts of a team of professional teacher, counselor or social worker and the Education Auxiliary working together to educate the child, each with his special contributions

Auxiliaries Attitudes Towards Other Auxiliaries

.Respect for different styles, backgrounds, experiences and potential contributions to education

.Understanding difference in each other; Recognizing common human needs in seemingly different behaviors

.Ways to help each other during the training sessions, and afterwards as a group

Training Techniques

Several techniques useful in sessions on Relevant Attitudes are selected below. These techniques, described more generally in Part V are presented in examples taken from NCTL Trainers' experience.

Reverse Role-Play

Trainers have found that reverse role-play is especially useful for sessions in which Auxiliaries must try to understand the reasons for the behavior of professionals, administrators, students, parents or fellow Auxiliaries.

Reverse role-play can be conducted as follows:

> Encourage the group to describe a problem situation chosen either at random or as an example of a particular issue.
>
> Give trainees the opportunity to play their own roles as Education Auxiliaries, The Trainer or another Auxiliary plays the teacher or student as described by Auxiliaries.

Reverse the roles so that the Auxiliaries play the role of teachers, administrators, etc.

Follow-up with a discussion of why the teacher, or administrator, etc. may have acted in the way he did. Elicit from the group suggestions for possible approaches and solutions.

Role-Play: Alternative Approaches

Role-play is an excellent technique for demonstrating alternate methods of dealing with problems such as one's own or other people's anger.

Example: Role Playing Ways to Deal with Anger

A classroom teacher has assigned an Auxiliary only custodial jobs. The Auxiliary complained that she felt like a flunky in the classroom.

The NCTL Trainer discussed the problem with the group and elicited their ideas about various possible responses the Auxiliary could make. A role-play situation was set up and the following responses, based on suggestions by the other Auxiliaries, were acted out:

1. The Auxiliary becomes furious, "tells the teacher off" and loses her job.

2. The Auxiliary retains her own composure and point of view and asks the teacher for a conference to discuss this and other issues.

3. The Auxiliary volunteers for several activities in the classroom, demonstrating abilities and skills learned during preservice training which are useful to the teacher or which may be new to the teacher .

4. The Auxiliary brings the problem to an inservice training session, informal group of Education Auxiliaries or to a union of New Careerists or teachers of which she is a member.

Group Problem-Solving

Group Problem-Solving techniques can be used as ways of involving the Auxiliaries in observing their own attitudes more objectively, comparing their responses to a situation to those of other people's responses in similar situations and formulating possible alternative approaches to situations.

Example: Group Control of Anger

> A Trainer found that many Auxiliaries in his group were very angry people full of resentments towards society in general. Their experiences with the larger community had been mostly negative - inadequate education, dead-end menial jobs, unheated, unrepaired and overpriced housing. The Auxiliaries suspected the new attempts of the school system to develop the new careers in education as they had seen so many institutions which claimed to be serving them fail.

The Trainer decided to confront this anger and frustration directly. He involved the Auxiliaries in finding and discussion examples of "wasted" anger - energy spent in self-destructive or unproductive ways and examples of anger which was controlled and directed towards meaningful social change.

> Working as research teams, the Education Auxiliaries found examples in newspaper articles, television reports and magazines of ways in which different people deal with deep feelings of anger, some in self-destructive behavior which produced no useful change, others in group movements, political efforts, demonstrations, artistic performances and so forth.

The Trainer discussed some of his own techniques of converting anger into action, including present work within the Education Auxiliary Program. The Auxiliaries were encouraged to describe ways their friends and neighbors had of dealing with anger.

> One Auxiliary described a man who worked at a meaningless, dead-end job all week for "peanuts", then spent his pay check at the end of the week on liquor, got into fights with his family and friends, often getting into trouble with the police.

Through guided questioning, the Trainer brought the discussion from individual examples such as the one above to more direct descriptions of anger in their work as Auxiliaries. The group was able to suggest, if not immediate solutions, at least ways of looking for constructive uses of anger and was able to recognize certain behaviors not as "bad" and unpleasant to the school system, but as self-destructive and pointless. The very act of discussing anger and comparing each other's feelings with those of people in the world at large was an effective way of beginning sessions relating control of anger to the improvement of the educational system.

This example can be compared with the previous example in which a Trainer used role-play techniques for dealing with anger. In the permissive, sheltered role-play session, anger was expressed more directly than in this activity.

Joint Professional/Auxiliary Sessions

Ideally, the "partners" in the new educational teams - the teacher, the Auxiliary and any other members such as social workers, guidance counselors, audio-visual specialists - will have numerous opportunities to meet and learn about each other, before they begin to work together, in joint sessions, conferences and informal coffee hours.

NCTL Trainers can develop sessions with teachers alone, followed by sessions with teachers and Auxiliaries together in which they can share their attitudes towards various aspects of the school system, their frustrations, aspects they would like to see changed and discuss ways they can work together to improve the education of "their" students.

If the Education Auxiliaries have suggestions for improvements which could be looked into further in terms of feasibility, the Trainer can do much for general attitudes and confidence among the Auxiliaries if he takes notes and brings the ideas up with appropriate school personnel.

Adult-Oriented Training

The Trainer can show the Auxiliaries what practical relevance their life experience has to the children's studies. The Auxiliary's every day methods of coping with family needs, financial problems, recreation and knowledge of the community around the school can be related discreetly to the student's work .

Example

> A Trainer who was introducing methods of helping children figure out abstract arithmetic problems pointed out how much children enjoy being taught with real-life illustrations from their own neighborhood. The Auxiliary who knows that the school children spend time at a local luncheonette "Hangout" will be able to say:
>
> > "If you have 50¢ when you go down to Jimmy's diner and you have 12¢ left - if you're lucky - when you leave there, how much did your hamburger and soda pop cost?"

The Trainer worked during preservice sessions to develop the Auxiliaries' styles for transporting much of the neighborhood reality into those areas of classroom pedagogy that tend to be abstract. The Trainer had made sure that most of the teachers welcomed such skills before the sessions. The activities had good responses from the children and built the Auxiliaries' confidence that they had entered the job with concrete, useful contributions to make.

HUMAN SERVICE SKILLS

Some skills and information strengthen the contributions a paraprofessional can make in most fields of human service. Principles and concepts about human relations are developed which are fundamental to new careers positions in law, health, social service and other fields in addition to education. Skills are presented which are generic to all these fields - such as interviewing techniques.

This "core curriculum" may be conducted for credit by community colleges or special New Careers Training Institutes. In other programs, the Trainer who conducts sessions in other curriculum areas, is also responsible for developing these human service skills. It is important that the core curriculum be given at the school whenever possible. This makes the course real and the examples given by instructors to illustrate theoretical concepts are likely to be much more relevant and useful as the instructor becomes familiar with the working context of the Auxiliaries.

Session Content

The following topics may be incorporated with sessions during inservice training:

A. Interviewing Techniques and Information Gathering

- Practice interviews in situations related to the Auxiliaries job; such as home visits to learn why a child has been absent; why a child seems listless in school; how a home can be set up to help a child study; or to welcome newcomers
- Methods of establishing rapport between participants in an interview
- How to identify the purpose of the interview (e.g. briefing by teacher before a home visit on its purpose)
- Observations Skills: how to judge how the respondant feels by his comments, motions, tone of voice, etc.
- How the respondant's similar perceptions about the interview may affect the responses
- Listening Skills: how the interviewer's attention can affect the response
- Questioning Techniques: what types of questions elicit factual, superficial, opinionated, personal responses

.How the interviewer's manner, speech, clarity of expression, interest in the respondant as a person can affect the interview

.Note-Taking: importance of writing down answers immediately; listening for and recording main points objectively; Report Writing and useful notes; Tape Recording

.How to notice and adjust interview to outside factors such as a sick child, an eviction notice, etc. Postponing or making referrals

B. Research Skills

.How to systematize knowledge; how to organize thinking into a broad framework

.Building a resource file of news items, articles, etc. on a topic of relevance to education or other human service fields

Examples:

-parent-child relationships
-health factors affecting child development
  and learning potential
-negotiations between unions and the school
  board

.How to locate information at libraries, newspaper files, special research centers

- Using reference books, such as education journals, publisher's index
- Writing for information from places like the Superintendent of Documents at the U. S. Government Printing Office, New Careers Training Institutes, Fair Labor Standards Boards of Equal Employment Opportunities Commissions
- Outlining findings; Summarizing; Reporting orally or in writing
- Comparing and evaluating the usefulness of information collected
- Making group decisions about the information; leading group discussions about material presented; forming and presenting ideas about information

C. Child Development and Concepts of How Children Learn

D. Communications Skills

E. Knowledge about Human Interactions, Social Institutions

F. Human Relationships and Communication

- Human motivation and development; child development
- Tendencies to moralize about students (or, in other fields, clients, patients, etc.) and associates
- Tendencies to condemn neighbors, parents, and others who haven't "made it"
- Appreciation of individual differences and the variety of personal responses to a given situation; differences in motivation
- Understanding the causes of undesirable behavior while maintaining objectivity
- Responses to problems of parents and children which, while warm and empathetic, maintains enough objectivity to evaluate the professional help needed
- Respect for individual difference should not be confused by the Auxiliaries with condoning or accepting all behavior that differs from a reasonable norm
- Perceiving how others see Auxiliaries and react to them personally and professionally and how to use these self-perceptions of the self as a tool

Training Techniques

Human Services Skills can be developed in round table seminars in which principles and techniques summarized in Part V are applied, including:

- .Group Problem-Solving
- .Role Play
- .Team Learning Assignments
- .Demonstration Techniques
- .Joint Sessions

Throughout the sessions, strong emphasis should be placed on use of the group as a training support. Auxiliaries can analyse the learning process they followed in other sessions on Specific Job Tasks, System Know-How and Relevant Attitudes in order to generalize about interpersonal relationships and different learning modes.

Most important, concepts should be introduced as they relate to actual experiences of the Auxiliaries in their job placements.

SUPPORT SERVICES

During and after training, several services can support and strengthen the Auxiliaries ' role as agents of educational improvement and change. NCTL Trainers have found that support services in programs for Education Auxiliaries fall into two broad categories. As the Auxiliaries attempt to improve educational services, support can be given to their ability to -

.perform at high levels of quality of assigned activities

.identify and implement activities that would improve education if assigned

The first area includes services for some of the more personal and family problems which might limit an Auxiliary's effectiveness such as -

.baby-sitting pools
.transportation pools
.credit unions, consumer and money-management information
 (See The Poor Pay More for further information)
.referrals for medical and dental care
.referrals for individual and family counseling
.referrals for legal information and assistance

As the Auxiliaries learn new skills in the training sessions or take career-oriented education courses, support may be needed the the form of -

.study groups formed by Auxiliaries
.helper study plans in which a more advanced Auxiliary
   helps a less advanced Auxiliary
.special tutorials or remedial programs

The second area includes services to enable the Auxiliaries to identify educational problems, suggest changes, express these suggestions through effective channels in the school system, use their influence as a group to have these ideas instituted and then implement them. As these improvements in the school system are suggested, and the role of the Education Auxiliaries in their implementation is developed, the Auxiliaries can also suggest improvements in their own career ladder, including the nature of training and education courses, accreditation, qualifications for promotions, increments and benefits. This support may be sought from several types of groups -

.teachers' associations and unions

.associations or unions of New Careerists in all human service fields,
 in education in general or in the particular school system

.alliances between Auxiliaries and community groups interested in
 educational improvements

The Development of the Group

As discussed in Part V, "New Careers Training Techniques", preprofessionals can give each other much of the mutual support and reinforcement they need. The Trainer's role is to develop the group spirit, cohesiveness and commitment to their jobs as well as independence by encouraging Auxiliaries to meet as a group formally and informally -

- .to discuss common problems and convert anger or frustration into concrete proposals for educational change
- .to coach each other and study together, sharing new skills and information learned
- .to strengthen their position as paraprofessionals through pressing for realistic training, career ladders, promotions, accreditation, and so forth
- .to join, form or utilize unions and associations

Group spirit and commitment to their roles as potential "change-agents" in education will mimimize any tendencies to react to typical problems with the school system by hustling the system and trying to beat it rather than improve it.

Buffers

"Buffers" can be used to support the development of the group. The buffer is a training assistant or coach recruited from the ranks of more experienced Auxiliaries to speed two-way communication with the professionals. This position, discussed more fully in Part III, "The Role of the Trainer", may provide assistance in administrative duties, orientation and training and one-to-one counseling of Education Auxiliaries.

Sample Training Schedules

Preservice training is limited to two or three weeks of full day sessions, particularly in the areas of Orientation, Specific Job Tasks and System Know-How. Inservice Training consists of weekly training sessions in addition to on-the-job training, individual teacher-Auxiliary conferences and released time for career-oriented education courses. The inservice training sessions, usually one or two afternoons a week, are divided as needed over the four curriculum areas of Specific Job Tasks, System Know-How, Relevant Attitudes and Human Service Skills. The Trainer should plan a rough distribution of sessions in each of these areas for the preservice sessions, the first month of inservice training, the first three months, the first six months and so on. As specific needs arise, the Trainer should adapt his plans accordingly.

The Workshops and the discussions of the Training Curriculum suggest questions which the Trainer can use in limiting the topics and skills developed in each session to those most needed by individual Auxiliaries in the particular school system.

Most Trainers plan each session topic and balances sessions in each curriculum area, career-oriented education courses and time for informal group meetings and referrals to support services. The Trainer should keep in mind the following question as they plan:

> What will the Auxiliaries be able to do at the end of each session that will help them perform their job and contribute to the educational services in the classroom more effectively?

NEW YORK UNIVERSITY

NEW CAREERS TRAINING LABORATORY
184 Fifth Avenue
NEW YORK, NEW YORK 10010

Initial Training Schedule and Design for Educational Assistants at I. S. 258

Monday:	February 5, 1968
Location:	Auxiliary Educational Career Unit 11- Livingston Street
Time:	1:00 to 5:00 p.m.
Topic:	Pre-Program Planning meeting with Program Director, (A.E.C.U.) Project Coordinator, I.S. 258, and Senior Trainers, N.C.T.L.
Thursday:	February 8, 1968
Location:	New Careers Training Laboratory
Time:	2:00 to 4:00 p m.
Topic:	Pre-Program Planning meeting with Project Coordinator, orientation to N.C.T.L., and to kit material
Friday:	March 8, 1968
Location:	I.S. 258
Time:	
Topic:	Pre-Program Planning meeting with Program Director, (A.E.C.U.) Project Coordinator, Principal and Executive Assistant Principal of I.S. 258, and Senior Trainers, N.C.T.L.

Monday: March 11, 1968

Location: I. S. 258

Time: 9:00 a.m. to 3:00 p.m.
Topic: A.M.
Getting to Know You
Developing Communication Skills Through Individual Experience

P.M.
Tour of the School
Developing Observation Skills Through Experience Exchange
Summary and Evaluation Session
3:00 to 4:00 p.m.
Planning Session with Project Coordinator

Thursday: March 14, 1968

Location: I.S. 258

Time: 9:00 a.m. to 3:00 p.m.
Topic: The role of the Educational Assistant: Issues and Implications
Beginning discussion of task and function.
Skills development through use of role play
3:00 to 4:00 p.m.
Planning Session with Project Coordinator

Monday: March 18, 1968

Location: I.S. 258

Time: 9:00 a.m. to 3:00 p.m.
Topic: A.M.
Group discussion of Remedial Reading and Language Arts Skills
Resources discussant: Chairman, English Dept., I.S. 258

P.M.
Career-oriented Education
Group discussion of negotiation processes and system know-how
3:00 to 4:00 p.m.
Reception given by Educational Assistants for Administration and Cooperating Staff

Tuesday: March 19, 1968

Location: I.S. 258

Time: 3:00 to 4:00 p.m.
Topic: Joint Orientation session with cooperating Teachers and Educational Assistants

A. overview of the program
B. role and utilization of Educational Assistants
C. team approach-pairing of Assistants with teachers to whom they are assigned

Thursday: March 21, 1968

Location: New Careers Training Laboratory

Time: 9:00 a.m. to 3:00 p.m.
Topic:
A.M.
Use of video-tape as a learning tool
Refinement of classroom observations, repertoire of skills through experience exchange.
P.M.
Group discussion of school-community profile. Role of the Educational Assistant in the School. Role of the Educational Assistant in the Community. Promoting cohesion through group process.

3:00 to 4:00 p.m.
Program Planning with Project Coordinator
A. Recommendation to continue Pre-Service phase for a third week, stressing heavy crucial skills input in the specific curriculum areas of reading and math
B. Future meeting to be arranged with Project Coordinator to plan for ongoing in-service training

NOTE: The final joint planning session with the Project Coordinator resulted in the recommendation for another week of training for further skills in-put in the curriculum areas of reading and math. Flexibility and more than adequate time built into schedule allows the Trainer the opportunity to schedule for unforseen problems.

Sample Training Schedule II

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF PERSONNEL
65 COURT STREET
BROOKLYN, NEW YORK 11201

AUXILIARY EDUCATIONAL CAREER UNIT

INITIAL TRAINING SCHEDULE AND DESIGN FOR AUXILIARIES AND TEACHERS ASSIGNED TO NON-PUBLIC SCHOOLS (TITLE I.E.S.E.A.)

Friday: December 1, 1967

Location: Room 502
110 Livingston Street
Brooklyn, N. Y.

Tipe: 9:00 to 10:30 a.m.

Appointment procedures
Distribution of orientation kits
General Introductions

Time: 10:30 to 12:00 noon

Overview of the aid to non-public school program.
The Auxiliary Educational Career Training Program

Mr. Anderson
Mr. Langbaum

BREAK FOR LUNCH

GETTING TO KNOW YOU

Time: 1:00 to 3:00 p.m.

Location: New York University-New Careers Training Laboratories
184 Fifth Avenue 4th Floor
New York, N. Y. (at 23rd Street)

Developing communication skills through individual experimental exchange.

Monday: December 4, 1967

Location: New York University-New Careers Training Laboratories
184 Fifth Avenue 4th Floor
New York, N. Y. (at 23rd Street)

Time: 9:00 to 3:30

The role of Educational Assistants: some issues and implications

---

Tuesday: December 5, 1967

Location: 141 Livingston Street
Brooklyn, N. Y. 14th floor

Time: 9:00 to 10:30

General orientation for corrective mathematic assistance and corrective reading, conducted by Remedial Coordinator and/or Supervisor

Time: 10:30 to 12:00 noon

Demonstration of Scientific Resources Administration kits and audio-visual materials

BREAK FOR LUNCH

Time: 1:00 to 3:00 p.m.

Small group field visitation with Supervisors (corrective reading assistants will begin small group visitations with Supervisors in A.M.)

Wednesday: December 6, 1967

Location: Room 502
110 Livingston Street
Brooklyn, N. Y.

Small group field visitation with Supervisors (corrective reading assistants will begin small group visitations with Supervisors in A. M.

Time: 1:00 to 5:00 P.M.

Sessions conducted by New York University New Careers Training Consultants

Joint orientation session involving Supervisors, teachers and auxiliaries as follows:

a. Overview of the program

b. General introduction

c. Team approach - pairing of auxiliaries with teachers to whom they are assigned

d. Group assignments (2)

The role and utilization of auxiliary personnel as remediation assistants

Thursday: December 7, 1967

Location: New York University - New Careers Training Laboratories
184 Fifth Avenue 4th Floor
New York, N. Y. (at 23rd Street)

Time: 9:00 to 3:30

1. Traditions, customs and backgrounds of non-public schools
2. Skills development through role play

Friday: December 8, 1967

Location: Hall of the Board of Education
110 Livingston Street
Brooklyn, N.Y.

Time: 9:00 to 3:00 P.M.

Conferences and training sessions with respective coordinators, supervisors, teachers and auxiliaries.

Monday: December 11, p 1967

(Length of service is 6 hours per day exclusive of lunch)

Auxiliaries report to teachers assigned for full-time, field service as "Remedial Assistants"

Wednesday: December 13, 1967

Time: 3:00 to 5:00 P.M.

Discussion around job related issues, observations and concerns

Sessions conducted by New York University New Careers Training Consultants

1. Some problems

2. Some attempts at resolution

NOTE:

1. Supervisors and teachers are paid a stipend of $6.00 per session from 3:00 to 5:00 p.m.
2. Auxiliaries are paid a stipend of $4.00 per session from 3:00 to 5:00 p.m.
3. Details regarding the schedule for in-service training for all concerned will be forthcoming during initial training phase

CAREER-ORIENTED EDUCATION

The New Careers approach combines the goal of training for the skills necessary to immediate and productive job performance with the long-range goal of advanced training and education towards a career. Depending on the education skills of each Auxiliary,as well as the requirements of each position in the career ladder, tutorials, study groups and credited courses may include:

Basic Education
Referesher Courses
High School Equivalency
Teacher-Training
A. A. Degree
B. A. Degree
Graduate Courses
Credit for Supervised Job Experience
(Credit for sessions in Human Service Skills)

The sample career ladders illustrate the necessity of building a new working partnership between schools employing Auxiliaries and community colleges or universities. With this structure, entry Auxiliaries will be able to envision "academic" education as a realistic goal without it or with education limited to basic education and essential skills, the career ladder becomes less meaningful. Instead, the school system by itself, or in cooperation with a subcontracted training resource, provides released time from the job to attend classes. In this sense, the New Careers training design departs from the traditional mold which places on the worker the responsibility for obtaining further education on his own initiative, or through a referral type of guidance:

> The school system organizes for the Auxiliaries the education necessary to advance on the job.

Through close cooperation, the school system and the local college or university can develop a curriculum related to:

1. the school's professional needs
2. the background of this new type of student who, while he may be lacking in academic orientation, may have valuable life-experience, is generally older, and has more family responsibilities than the average undergraduate.

The Women's Talent Corps in New York City has suggested a college program for paraprofessionals in which the program is reversed:

> The first two years of study would emphasize courses immediately relevant to the auxiliaries' jobs:
>
> e.g. child guidance, teaching methods, subject areas, supervised training
>
> The final two years are allotted to liberal arts courses - history, literature, art appreciation, science, etc.

It is worth noting that released time and special planning of courses for employees has ample precedent in the advanced courses which professionals have been taking, often at the employee's expense, request and time, for years.

Site-based College Courses

Courses conducted by colleges at the school are an important consideration for adults who have had negative educational experiences or attended poor quality rural or slum schools: a transitional step is useful to assist them back into the educational system. On-site courses will also help the instructors relate the learnings to the Auxiliaries' jobs.

> Fairleigh Dickinson University in New Jersey has introduced college courses, such as Early Childhood Education, directly in the field for Head Start school aides.

In addition to special courses, Auxiliaries should have access to all the resources and campus courses of the colleges. Study centers providing an atmosphere conducive to concentration are helpful for Auxiliaries who have families or live in crowded conditions without space at home for quiet study.

College Credit

Frequently special training courses are organized for Auxiliaries which, although valuabe to their job performance, do not carry college credit, and from the viewpoint of attaining a college degree, represent a loss of time.

> Recommendation:
>
> In planning educational programs, the school system and the college should attempt to have courses, -such as "Human Service Skills" - and supervised teaching experience fully accredited so that the Auxiliary can progress toward professional standing.

The program planned should be a full-status curriculum part of the regular structure of the college with advanced routes by which the Auxiliaries can acquire baccalaureate as well as Associate Arts degrees. If an Auxiliary starts his program in a community college, care should be taken that his courses will be accredited by a four-year college.

Instructional Personnel

Instructors teaching basic or remedial education may be:

- .Trainers
- .Advanced Auxiliaries
- .Public School teachers with training and experience in adult basic education
- .Specialists at colleges involved in the more advanced courses in the career-oriented education program

Instructors teaching college-credit courses may include:

- .Interested college professors who have attended special orientation workshops
- .Personnel in the school system responsible for on-the-job supervision of Auxiliaries

The instructors could, perhaps, accrue credits through this activity for their own educational achievement.

Basic Education:

As a result of poor schooling or problems in their childhood, some adults may never have learned basic educational skills which are necessary tools for advanced job training and education. In the new careers approach, Auxiliaries are placed immediately in productive jobs and educated as they work. Tasks can be analysed for the types of education skills required as well as for the complexity of the job skills.

Although some programs require - and test for - specific scores on standardized achievement tests, other programs screen in persons who demonstrate the personal qualities need for careers in education and teach basic education skills as necessary:

> The Child Development Group of Mississippi, illiterate adults who were assigned preschool teaching responsibilities quickly learned the necessary literacy skills.

Basic Education can include:

- Literacy skills
- Arithmetic computations
- Study methods and learning skills
- Practical applications of mathematical skills to consumer problems and other daily needs

- Applied reading: e.g., Teachers Guides; children's textbooks and workbooks; directions for operating audio-visual equipment; school memos; map-reading; newspapers
- Applied writing: e.g. bulletin board displays; visual aids and classroom signs; records and school forms; letters or notices to parents;
- Knowledge of general historical eras, nations and peoples in the present world, geography, community institutions and resources
- General awareness of scientific causes and methods of discovery and experimentation
- Speech: clarity of expression; listening skills; telephone skills; making introductions; presenting information to individuals or groups; interviewing for information

Refresher Courses:

Some adults may have completed several years of high school but have forgotten math and reading skills or information about the subject areas.

High School Equivalency:

The Armed Forces test of General Educational Development, (G.E.D.) is accpeted as a test of knowledge and skills equivalent to a high school education. If the

Auxiliaries can pass this test - administered at high schools - they receive a High School Equivalency diploma. This diploma is recognized by many employers and some community colleges and universities. Auxiliaries can be prepared for the G.E.D. examination - in some states, public schools give ten-week courses - and further information about special state requirements and procedures can be obtained from state departments of education, public school systems and armed forces recruiting stations.

Teacher - Training:

.Credited courses conducted by Trainers at the school
.College courses on teaching methods, subject areas, etc.

Training Techniques:

The principles and techniques described in Part V can be applied to education courses as well as to job training. The adult students should see the practical relevance of every skill taught and of all information presented: conversely, the instructor should reevaluate subjects and methods in the light of adult needs.

In Basic Education, adults can learn many skills as they learn to help the students use text books, work books, and visual aids. The instructor can teach basic skills to Auxiliaries as he teaches them how to conduct small group activities on those skills:

> Example:
>
> As the Trainer teaches Auxiliaries how to use phonics chart or workbook with students, the Trainer can also teach Auxiliaries the sounds of letters or structures of words.

Demonstration techniques:

The use of concrete examples, role play activities are highly important techniques.

The Helper Principle - Auxiliaries studying together, teaching each other and learning by teaching - can help the Trainer avoid slipping back to traditional lecture methods as he teaches subjects he may have learned in lectures.

APPENDIX A:

RECRUITMENT and SELECTION

APPENDIX A:

Recruitment of Auxiliary Personnel

As dicussed in the Introduction, the guidelines for the Educational Auxiliary's job at the recruitment level are sufficiently open-ended so that the job can be performed by a wide variety of uncertified applicants.

Educational Auxiliaries can be recruited from four major population segments;

1. The "creamed" population: persons possessing education, some skills and who are sufficiently work-oriented to be able to exercise several job options.
2. The underemployed: persons who do not have jobs which correspond to their level of training, education, or work potential.
3. The unemployed: persons who, because of their scant training, lack of education and skills, have found no room in the job market despite persistent efforts to secure steady work.
4. The "hard-core" unemployed: persons with little or no known employable skills, minimal education, and who have either never worked or worked only for brief periods at menial, low-paying jobs.

Traditional recruiting practices have tended to favor the "creamed" population for numerous reasons, some of which will be obvious to the Trainer:

1. It is less time-consuming for school personnel to interview and hire people who already "know the ropes" about applying for a job, who have past satisfactory work experience, education, and training. Such personnel would be attractive to recruiters who are usually under a great deal of pressure to get the program underway.

2. Recruiting agencies may know little about techniques for reaching out into the community and appealing to the more disadvantaged of its residents.

3. Recruiters tend to regard more favorably those applicants who fulfill the recruiters own image of what makes a successful worker. These standards - overt or subliminal - generally favor applicants who most resemble the professionals with whom they will be working.

Since it can be predicted that the "creamed" applicants will be likely to enter the training program through the traditional recruitment routes, additional special efforts will have to be made if a broader segment of the community needs to be tapped for applicants who can relate well to school children even though they do not fit the recruiter's preconceived notions. If a good cross-section of the community is sought for representation in auxiliary role employment, then both formal and informal sources must be explored for job applicants.

FORMAL SOURCES

Various institutional sources which can be helpful with a job recruitment campaign might include:

1. churches
2. social agencies
3. civic and labor organizations
4. local anti-poverty agencies
5. local employment services

The recruiter taking time to present the program's objectives clearly and extensively to these organizations will be rewarded with some degree of active assistance.

Within the school system itself, guidance counselors can be encouraged to draw job candidates from their client caseloads. Local anti-poverty agencies are also fertile fields for hidden talent. At New York City's Mobilization for Youth, for example, files are kept not only for clients who come there expressly seeking jobs, but also for other residents seeking other types of agency assistance (viz. problems concerning welfare checks) and who could possibly, with supports, become part of the employment market. Recruiters for auxiliary personnel will undoubtedly know, too, that anti-poverty agencies have themselves had experience with hiring and training of nonprofessionals and often have "grass roots" community connections that can be valuable as the total auxiliary education program unfolds.

When recruitment efforts are targeted on a predetermined population, those efforts should be an expression of the program's goals and, coincidentally, the felt need in that community for improvement of educational service. As an example, when a junior high school in a New York City black ghetto community recently sought to hire fifteen auxiliaries ("Educational Assistants" in the employer's terminology), the administration instructed recruiters to seek young black candidates, predominantly male. The educational goals for seeking this cadre of personnel were manifestly clear:

1. In a black ghetto community, children could be assumed to relate more easily, more meaningfully, to teaching assistants who are close to them in age and ethnic background

2. Male teaching assistants function as daily role models for both professional staff and student population - they dilute, somewhat, the matriarchal nature of public schools (often an extension of the matriarchy in the students' homes)

Another goal sought by the community was a change in local hiring practice so that priority consideration would be given to under-employed and unemployed males.

Informal Sources

Various informal sources which can be tapped for job applicants as Education Auxiliaries might include:

1. Other nonprofessionals already on the staff (working as crossing guards, in the lunchroom, etc.) would perhaps apply themselves or canvass their neighborhoods for potential recruits.

2. Neighbors contacted during home visits, or participants in neighborhood meetings (tenant councils, block meetings, etc.) can be asked to spread the word.

3. Other informal sources would include community-based shops and businesses such as barber shops and hairdressers, cigar and stationery stores, groceries, laundromats, even local recreation spots such as bars and grills, bowling alleys, pool halls, etc.

4. Teachers who have evidenced commitment to the program and who can be effective in their unions and professional associations.

5. Parents: The recruiter can try to identify potential candidates from among school parents. He can try direct contacts in homes, through meetings scheduled in the schools, with social agencies, in community centers and clubs, or even set up recruiting stations in centrally-located streets in the community.

Advertising Media

Newspapers, television and radio, neighborhood associations' house organs are all useful for reaching job candidates. Recruiters need to use wide varieties of media if they hope to stimulate responses from the broadest spectrum of job candidates. In addition to leading daily or weekly newspapers and civil service publications, recruiters should use local newspapers whose readerships include residents of low-income neighborhoods or particular ethnic groups.

In the same vein, spot announcements on radio stations should be made on days and at hours when the target audience sought is likely to be listening.

Other informal, direct advertising appeals can be made through bulletins and notices posted at frequently-trafficked community stores, meeting places, recreation centers, etc. Often a recruiter can post this kind of "ad":

> "Want a Teacher-Aide Job? We're offering:
>
> Help to children in classrooms
> Employment for men and women
> Local residents first choice
> Promotion on the job
> High School diploma not needed
>
> Be here next Tuesday morning to find out more about it"

and arrange then to be on the premises, ready to talk with a broad sample of the community, in a relaxed, informal, but purposeful manner. The recruiter should have at his command all the basic information so that he can

1. briefly explain the program and its goals
2. describe the nature of the work and salary
3. indicate the qualifications requred
4. clearly inform interested persons about where, when, and how to apply - better still, have on hand appropriate application forms and other needed papers so that job candidates are helped through the first phase of their interviewing process
5. make further arrangements with the job candidates for the next necessary interviews with official school personnel and brief the applicants about the nature and purpose of these next meetings

Some communities have instructed job recruiters who have lined up one neighborhood group of Education Auxiliary applicants to accompany the group to the Board of Education for their screening interview. This can be a touchy process and the group would need to be briefed that the application process per se in no way guarantees them a job. Less skillfully handled, this experience could disappoint some of the applicants and generate poor community relations.

In New York City, where "Teacher Aides" were being recruited for work in predominately black school districts, the following criteria were chosen:

1. Applicant should be the resident of a low-income neighborhood (as defined by the poverty criteria of the referring agency)

2. Applicant should have either experience with or interest in working with school-aged children

3. Applicant should evidence a general understanding of the goals of the program

4. Applicant should be able to demonstrate ability to relate to children and teachers

5. Applicant should be a U. S. citizen and between the ages of 18 through 70

6. Applicant should be in good physical and mental health without serious disabilities

Depending upon the needs of the schools which will employ the auxiliaries, other selection criteria can be suggested: ethnicity, sex, desirable age range, role model potential, are only a few factors which can have valid educational impact.

Basic Education Requirements:

Literacy and basic education requirements should reflect the tasks to which the Auxiliaries will be assigned during their first year. Many programs try to select applicants with particular reading levels, such as "sixth grade". Some problems to keep in mind include:

- The last year in school gives no indication of the applicants ability to read
- Many adults will be threatened by a test situation and either refuse to take it, not return or perform far below their actual reading ability
- Adults who have been out of school for many years may score low on an entering test, and after two to three weeks of involvement with written materials, may have regained their former abilities
- Tutoring and small group refresher courses can make selection possible of applicants with positive personality and human relations skills, but low educational skills

Methods of Selection

If the widest possible gamut of potential is sought, then Education Auxiliary job candidates should be interviewed by people specially trained to look for more than traditional backgrounds and abilities. Written tests and application forms alone are likely to weigh heavily in favor of the "creamed" population who have the know-how for filling out forms and making the written application look good. Interviews (which, of course, do not exclude written applications) which are relaxed but probing can often uncover a talent or a skill in human relations that would elude the more stereotyped interviewing process.

The experience of Mobilization for Youth in New York City is worth recounting here. The agency was seeking nonprofessionals with some special interest in homemaking, budgeting, shopping, etc. to staff a Homemaker Service for the local community. Interviews were informally conducted by the project's supervisors who had, in advance, agreed upon the general qualifications to be sought in the job candidates. During the interviews, the supervisors

1. described the basis of the job
2. in an easy conversational manner, asked general questions, the answers to which helped give the interviewer a general impression of the applicant's interest, ability, and avail-

> ability (for example, being convinced that the Homemaker Service job could be more satisfying than one in a factory or as a domestic)

When Education Auxiliaries are sought, interviewers lead the conversation to candidates' feelings and experiences with children, with educational institutions in general, and attitudes about the local schools and their staffs. Too much passivity is as much to be avoided as over-reactive behavior, neither of which can be counted upon to sustain and change the local education processes. For parent applicants, it is useful to know whether they derive satisfaction from their own parent roles. Male applicants should, hopefully, see the teaching profession as a career possibility. Regardless of the degree of effectiveness currently exhibited by the local education process, job applicants should affirm the general value of public education and evince some willingness to cooperate with professional staff to improve the services being delivered.

The Group Interview

Interviews of nonprofessional job applicants have been conducted in groups by staff members for Lincoln Hospital (New York City) who are seeing local residents for work as Mental Health Aides for hospital-connected Neighborhood Centers.

Group interviews were also favored by Stryker's Bay Neighborhood Council, an anti-poverty program funded both by private and government sources, in New York City.

Some of the advantages inherent in the group interview technique are:

1. When time and staff resources are limited, or when there are very large numbers of people to be screened, group interviewing accelerates the weeding-out process
2. Several interviewers can simultaneously observe candidates interacting with both their peers and the professional staff (the interviewers)
3. The applicants' functioning in the group provide some indication of their human relations skills, their roles in their community, self-perceptions, how they view the program in which they are seeking employment, etc.

Other Selection Techniques

More traditional methods of selecting employees, such as intelligence and personality instruments, cannot be relied upon exclusively to produce valid results when applied to most nonprofessional populations. Tests of this kind maybe used, only with the greatest of caution, to supplement impressions gained during interviews; but it needs always to be emphasized that nonprofessionals - whatever their socio-economic and ethnic backgrounds - often have difficulty with testing situations. These difficulties may have little, if any, impact on actual job performance, since their genesis is frequently in earlier school problems, or in a generalized distrust of "the establishment".

Some communities delegate the responsibility for choosing education personnel to Selection Committees. If such a committe can be truly representative of the broadest cross-section of population and interests - and if, in addition, it is technically knowledgeable about auxiliaries' roles and job tasks - then sound hiring practices can be expected. If, on the other hand, the Selection Committee represents narrow chauvinisms, or power concentrations patently disinterested in the quality of education services, then committee selections could be political expedients potentially destructive of total program.

A general guideline to interviewers, whatever the recruitment and selection processes, is that they avoid the more traditional requirements of education and work experience when staffing Education Auxiliary programs. Instead, heavy emphasis should be given to applicants' life experience and demonstrated ability to cope with crucial survival problems. For example, a mother who has successfully reared her own children without the aid of a father may have as much to contribute to the education program as another woman whose main attribute is a high school diploma.

Recruiters should be advised to select applicants from the entire spectrum of population described at the beginning of this section: "creamed", under-employed, unemployed, and "hard core". An amalgam of these groups catalyzes cross-socialization within the ranks of paraprofessional employees in much the same way it will later occur between professionals and nonprofessionals as the training program develops.

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Up From Poverty, Frank Riessman and Hermine I. Popper, Harper & Row Publishers, New York 1968

II. Pamphlets

"New Careers", Available from: A. Philip Randolph Educational Fund,
217 West 125th Street, New York, N.Y. 10027

"New Partners in the American School", Available from:
Consultation and Information Services, Bank Street
College of Education, 103 East 125th Street,
New York, N. Y. 10035

III. Training Materials for Teacher Aides

"Scientific Resources Corporation", Available from: Scientific
Resources Corporation, New Jersey

NEW CAREERS TRAINING LABORATORY
184 Fifth Avenue
New York, New York 10010

Publications Available from NCTL Library
(This list is subject to periodic revision)

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Phone or Write: Librarian, 184 Fifth Avenue, New York,
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"Career Incentive Plan for Higher Education of Nonprofessionals" Nadine Felton - Research Analyst - New Careers Development Center - August 1967.

"Career-Oriented Training - A Necessary Step Beyond Job Training" Adele Cutler Brody.

"Career-Oriented Training vs Job-Oriented Training" - Frank Riessman - April 1967.

"Components of an In-Service Program of Higher Education for Nonprofessionals" - Nina Jones.

"A Curriculum Design For Training the Trainers of Nonprofessionals" - Frank Riessman - July 1967.

"Role-Play As A Training Technique" - L. Paniagua, V. C. Jackson, R. Acosta - 1968.

"A Design for Large Scale Training of Subprofessionals " - Frank Riessman - May 1967.

"An Educational Aide: A Study of an Emerging Occupation" - (draft) - Pamela Roby.

"A Guide to Creating a Curriculum for Training Nonprofessionals"

"Issues in Training the New Nonprofessional" - Frank Riessman - March 1967.

"The New Anti-Poverty Ideology" - Frank Riessman - (reprint from Teachers College Record, volume 68, No. 2, November 1966).

"New Careers and Black Power:" - Wilfred T. Ussery - National Chairman - Congress of Racial Equality - CORE - (presented to the House Committee on Education and Labor, July 17, 1967, Washington, D. C.).

"New Careers Concept" - Frank Riessman - (reprinted from the American Child, Winter 1966 issue).

"The New Pre-School Mythology: Child Centered Radicalism" - Frank Riessman - (reprinted from the American Child, Spring 1966 issue).

"The New Careers Program" - Maximum Development of the Potentially Skilled Subprofessional for Improvement of the Human Services - Testimony on 1967 Amendments on the Economic Opportunity Act HR 8311, section 122 (New Careers), July 7, 1967 House of Representatives Committee on Education and Labor, Chairman: Hon. Carl Perkins; by Frank Riessman.

"Problems of New Careers Development" - Stanley Aronowitz - November 1967.

"Review of Literature Relating to the Use of Nonprofessionals in Education" - Barry Greenburg.

"Seven Basic Components of the New Careers Model" - Frank Riessman.

"Strategies and Suggestions for Training Nonprofessionals" - Frank Riessman - (reprint from the Community Mental Health Journal - Vol. 3, No. 2, Summer 1967, pages 103-110).

"The Strengths of the Poor" - Frank Riessman - 1964.

"The Third Force" An Anti-Poverty Ideology" - Frank Riessman and Martin Rein - (reprint from November 1967 American Child, quarterly publication, National Committee on Employment of Youth).

"It's Time for a Moon-Shot in Education" - Frank Riessman - October, 1965.

"A Trainer Cue System for the Self-Evaluation of Trainee Progress" - Len Granick - (presented to NCTL, October 1967).

"Training the Nonprofessional" - Frank Riessman - (presented at the conference on "Training the Nonprofessional", sponsored by Scientific Resources Inc., March 15 - 16, 1967, Washington, D. C.).

Legislative Dimensions of the New Careers Program
Manpower Training Series - R. A. Nixon

Play It Cool In English
Play It Cool In English - Teacher's Guide
Frank Riessman and John Dawkins (set of two)

New Careers - A Basic Strategy Against Poverty
(A Philip Randolph Pamphlet)
Frank Riessman

Implementing Nonprofessional Programs in Human Services
Manpower Training Series - Aaron Schmais

TAP
The Teacher Aide Program
(A project of the Model School Division of the Public Schools of the District of Columbia - conducted by the Washington School of Psychiatry - Revised August, 1967).

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